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ABSTRACT

This training and resource manual is intended to provide needed information to interpreters and translators who assist in providing assessments and other types of educational services to students or clients in numerous primary languages. Guidelines focus on assessing students or clients, requesting information from the client's family, and reporting information to the family. Section 1 defines basic terms and describes the roles and responsibilities of the interpreter/translator and those of the various education team members in the interpretation/translation process. Section 2 focuses on the process of interpreting itself, identifying steps in the interpreting process, ways to facilitate the process, common errors in interpreting/translating, and suggested delivery formats. Section 3 covers the legal aspects of both bilingual and special education, noting characteristics of each field, common characteristics, and the bilingual and special education interface. Section 4 includes information on cultural considerations such as definitions of culture and comparative child rearing practices and communication styles. Appendices include a list of supplementary training materials, suggested role-playing and assertiveness training activities, sample agendas, and review exercises. A glossary defines terms in both English and Spanish. (Contains 58 references.) (DB)

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The INTERPRETER TRANSLATOR

Process in the Educational Setting

A Resource Manual

EC 303919

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The INTERPRETER TRANSLATOR

Process in the Educational Setting

A Resource Manual

by

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Foreword

An ever-increasing migration of adults and children is taking place from all corners of the world to the United States. Legal mandates specify that these people need to be assessed and educated in their primary languages. Unfortunately, there is a critical shortage of certificated bilingual personnel who can provide assessments or other types of educational services in the numerous primary languages. Consequently, educators are beginning to rely more heavily on services provided by interpreters and translators or I/Ts as they are known throughout this book.

Typically, neither educational staff nor those acting as I/Ts have received formalized training or preparation. Although this manual has as a primary focus the training of I/Ts, it also provides training and guidelines for those who team with I/Ts in different educational or educationally-oriented settings.

A computerized literature search led to information reported by Medina (1982), Tolliver-Weddington and Meyerson (1983), and Mattes and Omark (1991). Overall, however, the search revealed a great need for materials for staff working as I/Ts and those educators teaming with I/Ts in an educational setting — hence the need to develop a training manual that education team members can use.

Interpreter/Translator Process in the Educational Setting is the product of a federal Title VI-D grant awarded to the California State Department of Education, Special Education Resource Network. It is intended for those who use interpreters and for those who serve as interpreters in an education setting. Working in a team with an I/T is not an easy task, either for the I/T or the special education staff members. We hope the ideas and activities included in the manual ease this task.

Preface

The number of limited English proficient (LEP) children and adults living in the United States is increasing rapidly. The 1990 census indicates that 45,342,448 children ages 5 - 17 do not speak English at home, which represents 13.9 percent of the total population of 5 - 17 year olds. Of those, 1,878,957 live in California and constitute 35 percent of the population of 5 - 17 year olds (*NABE News*, November, 1992). Data from the 1980 census indicate that approximately 30 million language minority persons live in the United States. Spanish is the predominant minority language, and because new political developments permit persons to immigrate freely, the number of languages spoken is expected to increase. The number of bilingual/bicultural professionals has not kept pace with the number of language-minority students.

When a bilingual professional is unavailable, using a well-trained interpreter is a viable alternative.

Historical Background

Historically, international conferences were mediated using the French language, which was commonly spoken by all attendees. However, with the involvement of the United States following World War I, the need for English interpreters during peace negotiations increased (Gerver & Sinaiko, 1977). At first, military personnel were assigned to take the role of interpreters/translators (I/Ts). Subsequently, other personnel were trained to become I/Ts for international conferences.

One of the most famous I/T schools is the Ecole d'Interpretes in Geneva, Switzerland. When the school was founded in the 1920s the occupation of I/T for conferences was given professional recognition. Not until the late 1960s was the occupation of I/T for the deaf given a similar status.

Although interpreters are used in other professions such as law, education and medicine, they generally are not given the professional recognition they deserve. One exception is that certain states require formal training for their legal interpreters. In these states the occupation of translator is professionally recognized and several schools offer specific training in that area, including the Monterey Defense Language Institute in Monterey, California, and George Washington University in Georgetown. However, no formal training is available for persons offering interpreting services in the educational or medical fields. Traditionally, teacher aides, secretaries and even custodians have provided interpreting services because they spoke other languages. Often this service has been performed without formal training and with minimal economical compensation for the I/T. As Figueroa (1990) indicates, this informal provision of services can lead to invalid test results:

> In many settings, when a child with limited English proficiency is referred for testing, it is not unusual for the psychologist or speech clinician to ask the bilingual secretary to help out in the assessment. The psychologist, the inter-

> preter, and the child then proceed to unsystematically compound error upon error. The clinician gives the questions in English and the interpreter translates extemporaneously to the child, the child responds, and the interpreter translates back to the psychologist. Every once in awhile the child asks a question and the interpreter and child engage in a complicated verbal exchange that in translation takes only one-tenth as long to express and explain. Much is lost in translation. A poorly-trained interpreter with an English-speaking psychologist is a travesty. In many ways, rolling dice would be preferable to using scores derived from this practice. Standardization, validity, scoring, and interpretation may all be compromised.

A review of the literature indicates that few materials are available on how to work with an I/T in an educational or clinical setting. A few helpful resources are the manual edited by Medina (1982); chapters in books by Mattes and Omark (1991) and Tolliver-Weddington and Meyerson (1983); and an article by Figueroa, Sandoval, and Merino (1984). More recently, Cheng, Langdon, and Davies (1991) produced a videotape that summarizes the interpretation/translation process and that illustrates concepts through role-play situations. A document by Fradd and Willen (1991) describes the process to follow in working with interpreters and translators, however no guidelines on specific training are provided.

Contents of the Manual

The purpose of this manual is to provide prospective I/Ts and staff members teamed with I/Ts, guidelines on assessing clients, requesting information from the client's family and reporting information to the family. This manual is based on information from the references mentioned above, on model practices followed in other fields of interpreting and translating, and on feedback received during trainings with an earlier version of this manual.

The manual includes four sections. Section 1 describes the roles and responsibilities of the I/T and those of the various education team members in the interpretation/translation process. Section 2 focuses on the process of interpreting itself. Section 3 provides the legal aspects of both bilingual and special education. Section 4 includes information on cultural considerations. References and resources are listed at the end of the manual.

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SECTION 1.

Roles and Responsibilities

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Definition of Terms

In other sources, the terms *interpretation* and *translation* often are used interchangeably. In this manual, interpretation refers to changing the primary language (L1) to the secondary language (L2) or vice versa through the oral modality, whereas translation refers to changing the information from L1 to L2 through the written modality. Usually, interpreting is considered more difficult than translation because the interpreter must have an extensive vocabulary, good memory skills and quickness of response. In addition, the interpreter must work well with the public under the pressure of the moment. An I/T may interpret or translate with greater ease from L1 to L2 or vice versa depending on his/her proficiency in each language.

Role of the Interpreter/Translator (I/T)

The role of an I/T in a school, clinical or hospital setting where a client might be undergoing a speech/language or educational evaluation involves gathering information, assisting in the assessment process, assisting team members in reporting the information to the family and translating written information for and from the family (Figure 1).

Gathering Information. The I/T may be asked to obtain basic or supplemental information on the background of a client[1] by interviewing parents or relatives in the presence of an education team member.

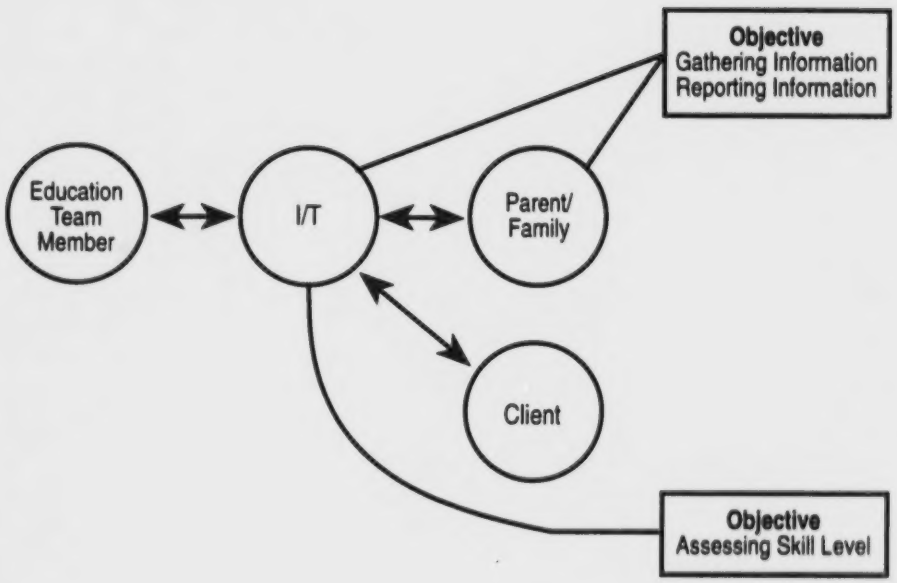
Assisting in the Assessment Process. The I/T may participate in the assessment process of the client. This assessment may involve obtaining a profile in speech and language development, in intellectual/cognitive functioning or in educational/academic performance, or obtaining profiles in all three areas. Determining the areas in which the client needs intervention may require using one or more procedures such as making observations, reviewing responses to test items (if tests are developed in the client's language), reviewing responses to ecological-type questionnaires, interacting with the client to obtain a language sample and providing the education team member with information that might be helpful in the process (e.g., does the child communicate like other children his/her age, can the client make his/her needs known, etc.).

Assisting in Reporting the Information to the Family. The I/T is requested to assist in interpreting the results and recommendations made by each one of the education team members.

Translating Written Information for and from the Family. The I/T may be requested to translate various documents or notes from L1 to L2 and vice versa. Translation usually is easier than interpretation if a reasonable amount of time is allowed to complete the task. With adequate time, the translator may consult several dictionaries and other sources to determine the best way to translate the information. Yet translation also requires good knowledge of grammar, connotations, idiomatic expressions and better-than-average stylistic expression.

Figure 1.

Role of the Interpreter/Translator



The interpreter/translator works with the education team member in assessing the client to determine the client's skill level. The I/T also communicates with the parent to gather information and to report the results of assessments as they are completed.

Types of Interpretation/Translation

Consecutive interpretation. The most common type of interpreting used in the educational or clinical field, this involves changing a message conveyed in L1 to L2 following a short pause. For this type of translation, the translated segments should not be too long or too short.

Simultaneous interpretation. When the interpreter must make the interpretation as he/she hears the message. It is used primarily in the conference field and at the United Nations.

In other situations, the interpreter may whisper the interpretation to one person instead of speaking it. This whispered interpretation is a subvariety of simultaneous interpretation and it is more common when an interpreter sits next to a delegate during an international conference. In all of these types of interpretations, the I/T generally interprets using the third person instead of the first person, saying, for example, "Mrs. X says . . ." rather than "I say . . ."

Qualifications of the Interpreter/Translator

High Degree of Oral and Written Proficiency in Both L1 and L2. The I/T's language proficiency should be sufficiently high to enable the I/T to fulfill his/her duties adequately. In reality, the I/T's L1 and L2 proficiency may be unequal because of differing amounts of exposure to each language. For example, an individual may be more proficient in the oral modality of the Spanish language than of the English language. Ongoing study is needed for I/Ts to continue their proficiency in both languages as needed.

Ability to Convey Meaning from One Language to the Other. Interpretation and translation do not imply word-for-word changes from L1 to L2. The I/T must be sensitive to the subtleties of the language and to the need to reword or substitute terminology to both parties. For example, the terms *underdeveloped country*, *backward nation* and *developing country* each carry a different connotation that may be acceptable or offensive depending on to whom it is being spoken. Other words do not have specific equivalents or a phrase might need to be used. For example, words such as *identificación* or *prueba inicial* might be used in Spanish for *screening*.

Sensitivity to the Speaker's Style. Pay close attention to the speaker's tone, inflection and body movements to ensure a better understanding of what the speaker is saying. For example, there is a difference between "You *should* go there," (insisting the person goes there), vs. "You should go there," (giving the person an option). However, translating intonation into another language can be difficult. Intonation is used in some Asian languages, such as Vietnamese, to denote different words. The word *ma* may mean *cheek*, *mommy*, *horse*, *ghost*, *tomb*, *but* or *rice seeding*, depending on the tone used.

Ability to Adjust to Linguistic Variations within Different Communities. The I/T should understand as many different dialects as possible. For example, certain Chicano communities use certain grammatical forms or lexical variations that would otherwise be considered incorrect: *componí* vs. *compuse*, *escribido* vs. *escrito* and *competición* vs. *competencia* or *incapable* vs. *incapaz*. The alternate forms are not considered incorrect but they would reflect a dialectal difference. The I/T also needs to know the different terms that might be used to designate the same item. For example, *bus* is referred to as *omnibus* in Argentina, *colectivo* in Bolivia, *bus* in Columbia and Costa Rica, *micro* in Chile, and *camión* in Spain and Mexico (Marrone, 1974).

Knowledge About the Cultures of the People Who Speak the Languages. The I/T should be sensitive to the use of terms by different persons who speak the same language but who may have a different attitude towards certain conditions. For example, being aware that certain Hispanic parents may refer to their handicapped children as *enfermitos* (little sick ones) when, in fact, the children may have a learning or language handicap but no medical problem.

Familiarity with the Specific Terminology Used in the Educational Field. The I/T should be knowledgeable of the different procedures followed in working with clients needing assessment and follow-up intervention in the related areas of education and rehabilitation.

Understand the Function and the Role of the I/T in the Team. This is developed slowly and continually as the I/T interacts with the team members. Ultimately, the education

team or a team member is responsible for defining the client's strengths and outlining paths for intervention.

Flexibility. Because the assessment may introduce the I/T to unfamiliar people and to new procedures, the I/T must be patient and respectful.

Responsibilities of the Education Staff

Participation in the Selection Process. The background of a prospective I/T should be considered during selection. Whenever possible, involve the staff working with the I/T in the process. The most desirable candidate has a background in the educational field. Relatives, siblings or friends of the family are undesirable candidates because they are unable to remain objective and neutral. Other strong candidates include professionals such as nurses, doctors, members of the clergy, aides and community workers.

I/Ts also may be recruited from the community. People generally settle in areas occupied by others who use their, or a similar, language and who share their culture. Usually one or two people in a family or group have acted as interpreters and have helped facilitate the resettlement of the family. These people are strong candidates for I/Ts. Prospective candidates also can be found in churches, businesses (e.g., ethnic bakeries, restaurants, travel agencies), different-language newspapers, libraries, university foreign language departments, foreign student clubs and other organizations. Another possibility is to survey peers and colleagues for language resources. Creating a card file by language, stating the person's language proficiency (e.g., conversational only, can participate in parent/family conferences, interpret at educational meetings, can assist in assessments, can translate home notices or technical forms), also can be helpful. In addition, candidates can be found in local county offices of education, embassies or consulates, and community health agencies.

When considering a prospective I/T, examine the following areas:

- Level of proficiency in the oral and written modalities in both L1 and L2.
- Familiarity with the community and the culture.
- Familiarity with educational terminology and the education process.
- Educational level.
- Previous experience as an I/T.
- Level of technical knowledge needed for interpreting and translating.
- Attitude and style (e.g., Is the person warm, responsive, motivating, but controlled?).
- Acceptance with the role as communicator of information rather than as a decision maker.

Participation in the Ongoing Training Process. The difficulty in being an I/T often is underestimated. The training of the I/T is an ongoing process that reflects the educational or operational changes that are inevitable. For example, each time an I/T works with a different education team member, the speech and style of expression may change. Initially, one should not assume that the I/T has all the skills necessary to do the job.

The education team member and the I/T should develop mutual respect. Team members should agree on how necessary, positive comments or constructive criticism can help to build a stronger team. Initially, the I/T should be provided with general training opportunities that include the following:

- A full discussion of district, clinic, or hospital policies and procedures, as well as a description of the roles and responsibilities of all assessment team members or other members who may be involved in the education or rehabilitative process.
- A review of any technical, educational or medical terminology, with an opportunity to become familiar with the necessary forms and paperwork.
- A review of interpretation style, translation and legal requirements.
- A discussion of available resources such as a word list or minimum vocabulary of the particular area in which interpreting/translating is occurring, a bilingual dictionary, a dictionary of synonyms and idioms, a dictionary in the target language to refer to a definition, a reference to basic grammar, a history of the country or area if possible, and as many resources as possible to facilitate the I/T's job.
- A discussion of ethics focusing on the issues of neutrality and confidentiality. The I/T needs to explain to parents and family that he/she is acting as an agent for the education team member, even during telephone contacts. The I/T should inform the parents or the family involved that the information remains confidential and is shared only with the appropriate parties. To remain neutral, the I/T should be careful not to convey personal feelings, especially if emotional or sensitive issues emerge. It also is considered proper procedure to inform both parties ahead of time that everything they say will be shared with the other party. This avoids any possible embarrassing asides or comments. The education team member should discuss these issues with the I/T before or after a meeting as necessary.
- A discussion of realistic time parameters. Additional time is needed when working with an I/T as a team member in parent or family conferences or when assessing the client. It is important for everyone involved to be prepared to spend sufficient time. Parents, the family or the client should be advised that meetings or assessments might take longer than meetings without an I/T.

Responsibilities of the Interpreter/Translator

Do Not Accept Assignments Beyond Your Ability. It is unfair to the client if an I/T is unfamiliar with a certain subject or test. In addition, the I/T should state whether he/she feels more competent in interpreting rather than translating certain materials or vice versa. Discuss these issues with the education team member.

Continue to Improve Your Skills. The I/T's skills improve with practice. Whenever possible, seek feedback about your performance to identify areas that may need improvement. Consult with other I/Ts to improve your skills and keep up-to-date with new words, phrases and technical vocabulary.

Be Prompt and Respect Times and Deadlines. Be prompt for scheduled meetings and always complete the written translation within the promised time frame.

Provide Accurate Interpretations and Retain a Neutral Attitude. Do not in any way alter the content of the communication or give an opinion, evaluation or judgment. In addition, everyone involved should understand that all statements and information are shared. This allows people to avoid saying something they may not want shared. This is not to say that an education team member may not seek input from an I/T. Often a team member asks the I/T to help clarify whether a response is appropriate given a situation or the age of the client.

Keep All Information Confidential. The I/T should keep all information about the client and family confidential. Information that is discussed during a meeting should not be discussed outside of the meeting, even with a person who attended. Do not discuss information from a written report outside of the context of the translation process.

Exercise Self-Discipline. An I/T's job is difficult and it entails a great deal of responsibility. Often, I/Ts work without a supervisor. Therefore, the quality of work largely depends on honesty, self-discipline and a desire to do well.

Roles and Responsibilities of Education Team Members

Speech and Language Specialist

The speech and language specialist is a certificated professional who is trained in assessing and working with a variety of speech and language problems. The speech and language specialist also may be referred to as a speech therapist, speech teacher or speech pathologist.

Speech is generally defined as the output of language. Language is any accepted structured symbolic system (either verbal or non-verbal, as in signing) used for interpersonal communication.

Assessment of Language

Because language is complex, relatively few tests have been devised that can assess more than a few areas at a time; for example, a test may assess just the ability to follow directions and understand a story. Therefore, the speech and language specialist is likely to use many tests. Language can be analyzed according to its form (phonology, morphology or syntax), content (vocabulary and concepts) and use (pragmatics). Ability in several of these areas may be assessed receptively (for comprehension) or expressively (using spoken language).

Phonology is the study of the sound system. The student's ability to produce sounds correctly, including vowels and consonants, are evaluated. To ascertain that the client's articulation is deviant as opposed to different, the specialist needs to rule out the influence of dialect or the influence of a second-language acquisition process. A client may pronounce some sounds differently as a result of his/her place of origin: Bostonians and Californians pronounce their /r/s differently. The same is true for Puerto Ricans and Mexicans as they pronounce certain sounds, such as /r/ and /s/. The assessment of articulation can be carried

out using a picture test that includes words with specific sounds in different positions and combinations. Articulation also is assessed in connected speech, as in the context of a language sample. The specialist notes if the student substitutes a sound ("wabbit" for "rabbit"), distorts the sound (as with a person who lisps) or simply omits it. Certain sounds generally are articulated correctly at an earlier age compared to others. For example, /b/ and /m/ are articulated correctly at about 2 years of age, whereas /r/ and /s/ may not be correctly produced until the child is 6 or 7 years old. More recently, articulation testing has been carried out to evaluate phonological processes or error patterns. For example, a child may have the syllable reduction process and say "copter" for "helicopter," or have the fronting process where he/she says "dat" for " cat" and pronounces other back sounds, such as /k/ or /g/ using a front sound such as /d/.

Examples of articulation tests in English and Spanish are the Goldman-Fristoe Test of Articulation (Goldman & Fristoe, 1986) and the Medida Española de Articulación (Mason, Smith, & Hinshaw, 1976). Tests that analyze phonological processes in English or Spanish are the Assessment of Phonological Processes (English: Hodson, 1986a); (Spanish: Hodson, 1987b).

Morphology is the study of the smallest speech unit that has a differential function. For example, /s/ is a morpheme. It conveys the meaning of many (car-cars). This area can be tested either receptively or expressively.

Examples of tests that include assessment of morphology are the Test of Auditory Comprehension of Language (TACL) (Carrow, 1973), and the Bilingual Syntax Measure (BSM) (Burt, Duley, & Hernández-Chávez, 1975, 1980), both of which are available in English and Spanish versions.

Syntax is the study of word order. The specialist assesses the client's comprehension and expression of sentences that have a certain word order (affirmative, negative or question) and appropriate grammar (correct word tenses, correct use of pronouns and so on). In this case, as in morphology, the specialist takes dialectal variations into account in assessing the student's syntax and grammar.

Examples of tests are the TACL, the Northwestern Syntax Screening Test (Lee, 1971) in English, and the Screening Test of Spanish Grammar (Toronto, 1973) in Spanish.

Analyze the client's use of morphology, syntax and grammar through a language sample. The tests listed here are only a few among many others.

A helpful source of different tests and their use is provided in Nicolisi, Harryman, and Kresheck (1983).

Vocabulary and concepts, which involve the study of vocabulary, the ability to form word associations and comprehension of more complex linguistic information, often is referred to as semantics.

Examples of vocabulary tests are the Peabody Picture Vocabulary Test (Dunn & Dunn, 1981) in English and the Test de Vocabulario en Imágenes Peabody (ITPA) (Dunn, Padilla, Lugo, & Dunn, 1986) in Spanish. Ability to form word associations can be assessed in various ways, such as by asking the client to name words in specific categories or by asking

him/her to complete certain sentences using analogies; one of the subtests of the ITPA, which uses these methods, has versions available in English and Spanish (Kirk, McCarthy, & Kirk, 1968); (Kirk & Van Isser, 1980).

Language use often is referred to as pragmatics. A language sample exposing the student to a variety of situations and obtained in the presence of different interactants, such as other peers, adults or parents, would be one of the best methods to obtain a true picture of the client's pragmatic skills. Notations should be made on how effective the client is in communicating, whether the client can sustain a conversation, how effective the client is in conveying his/her ideas, and other areas mentioned in the body of the manual in reference to the analysis of a language sample. Note other non-linguistic characteristics such as excessive pauses between comments or questions posed by the interactant, excessive word repetitions, order of ideas and eye contact (where and when appropriate).

Recent research in recognizing the importance of language use has promoted the design of new tests, such as Evaluating Communicative Competence: A Functional Pragmatic Procedure (Simon, 1987) and the Test of Language Competence (Wiig & Secord, 1985). No equivalents tests to evaluate specific areas of language use in Spanish or any other language have been developed.

Assessment of Other Areas

The specialist also is responsible for assessing other speech and hearing areas. In evaluating speech, make comments on fluency and voice quality. Also, make a determination of whether any deviation in the oral peripheral mechanism exists. In addition, consider auditory processing skills and hearing.

Stuttering may be the cause of a speech fluency difficulty. Primary characteristics might be sound and syllable repetitions, sound prolongations, interjections, broken words or words produced with a great deal of tension. Secondary characteristics might be manifested by the client's awareness of his/her dysfluencies and attempts to avoid them (tension of muscles, eye twitching, lip tremors and so on). Although stuttering frequently occurs in the process of normal language development, some children have a more persistent difficulty that requires remediation. Assessment is done by obtaining a language sample and analyzing the type of dysfluencies, as well as determining conditions that appear to trigger more or less dysfluency.

Voice is produced by the vibration of the vocal folds and modified by the resonators. Problems may result from vocal abuse, chord paralysis, polypops and other causes. The specialist evaluates the voice quality (hoarseness, nasality, breathiness), control and range of pitch and loudness, as well as the ability to imitate inflections.

Oral peripheral examinations consist of conducting an examination of the mouth to determine its structural and functional adequacy for speech. Such an examination includes the lips, jaws, tongue (size, swallowing patterns, mobility for protrusion, elevation and lateral movements), hard palate, soft palate and velopharyngeal closure.

Other areas concern the client's auditory processing skills and hearing status.

The specialist studies *auditory processing* to find out how well the client comprehends what he/she hears. Although this skill is assessed throughout the assessment battery, other

tests assess this skill in different ways. One example is the ability to follow directions, repeat what is said and discriminate sound differences in words. Examples of English and Spanish tests are the Woodcock-Johnson Language Battery (Woodcock & Johnson, 1981, 1988) and the Language Assessment Scales (DeAvila & Duncan, 1977, 1979, 1986).

Hearing evaluations, or the follow-up of clients with hearing losses, also is one of the speech and language specialist's responsibilities. Although a school nurse or an audiologist might have screened or tested the client's hearing, the speech and language specialist may do a follow-up screening. Finding adequate programs for English-speaking hearing-impaired or deaf individuals is a challenge; it is even a greater challenge when the client does not speak English as a first language. Specific programs for hard-of-hearing and deaf clients living in a second-language environment still are scarce. In evaluating these cases, consider the client's and the family's resources and specific needs. One of the most comprehensive reviews on hearing-impaired and deaf issues in Hispanics is Christensen and Delgado (1993).

The Resource Specialist

The title "resource specialist" is one of many that this education team member can have; the terminology varies from setting to setting and state to state. Other names are "special education teacher" and "learning disabilities teacher" or "specialist." This specialist may work with clients who exhibit a variety of problems in performing adequately in academic subjects such as reading, writing or math. Hyperactivity, inattention or lack of perceptual coordination may be associated with learning disabilities but they are not disabilities in themselves. In addition, these students may have unpredictable or uneven performance, gross or fine motor disorders, or emotional difficulties such as impulsiveness, low tolerance for frustration and maladjustment. The law specifies that a student cannot be characterized as "learning disabled" if the disability is primarily due to a visual, hearing, or motor handicap, mental retardation, or environmental, cultural or economic disadvantage. In these cases the student is eligible for special education under other categories such as visually impaired, communicatively handicapped or physically handicapped. The resource specialist may serve those students as well.

A distinction must be made between program eligibility and what program can best meet the student's educational needs. For example, a communicatively handicapped student can be served by a resource specialist and a learning disabled student by a speech and language specialist. What is important is to find a program that meets that student's needs.

The resource specialist assesses all academic areas and may also assess the student's visual perception and motor coordination if needed.

Reading assessment can be carried out at different levels depending on the age of the student, ranging from recognition of letters and sounds to comprehension of paragraphs. The assessment of a particular area in reading may be done in different ways: For example, the comprehension of a paragraph can be assessed by multiple choice, by asking specific questions to which the client responds in writing, by matching a question with a picture or by asking the client to fill in a missing word in a sentence or paragraph. In all cases, the area being tested is "reading comprehension." It is important to keep in mind the type of task the client was asked to perform (reading out loud may yield different results from reading silently).

Examples of reading tests in English are the Spache Diagnostic Reading Scales (Spache, 1972), the Wide Range Achievement Test (WRAT) (Jastak, Jastak, & Bijou, 1976), the Brigance Diagnostic Assessment of Basic Skills (Brigance, 1976) and the Woodcock-Johnson Psychoeducational Battery (Woodcock & Johnson, 1989). The latter two tests exist in Spanish (Brigance, 1983; Woodcock, 1981).

Spelling and writing can be tested in a variety of ways. For example, spelling can be assessed by asking the client to match a particular sound or word with one of four possible choices or simply by having him/her write the word alone or in a sentence. Writing skills can be assessed by requesting the client to write a composition and assessing it holistically (topic maintenance, development, punctuation, spelling and so on). Several of the tests for reading comprehension also assess writing skills. More specific tests are the Test of Written Spelling (TWS) (Larsen & Hammill, 1976) and the Test of Written Language (TOWL) (Hammill & Larsen, 1982) in English, and the Brigance and Prueba de Lectura y Lenguaje Escrito (PLLE) (Hammill, Larsen, Wiederholt, & Fountain-Chambers, 1982).

Mathematics is included in many academic tests that assess reading, spelling and writing. Most frequently, these instruments include computational and math problems. Other tests such as the Key Math Diagnostic Arithmetic Test (Key Math) (Connolly, Nachtman, & Pritchett, 1981) include assessment of mathematically-based concepts.

In assessing *visual perception* and *visual motor skills* the specialist is interested in observing how the student learns when his/her visual processing skills are used. Examples of tests are the Beery-Buktenica Developmental Test of Visual-Motor Integration (VMI) (Beery & Buktenica, 1967) or the Motor Free Visual Perception Test (MVPT) (Colarusso & Hammill, 1972). In these cases, the I/T may need to interpret directions. In any case, evaluate the results of the client's experiences with these types of tasks (holding a pencil, reproducing what he/she sees).

It is important to determine how the results obtained in these tests corroborate with the student's skills in the classroom. Listening to the student read and observing strategies such as self-correction, speed and accuracy also are helpful in writing goals and in providing the classroom teacher with strategies to help the student with greater efficiency.

The Psychologist

This education team member determines the client's cognitive and intellectual skills — that is, how the client thinks, learns, makes decisions and adapts to the world. In this case, the administration of a single test may not be sufficient because the ability to learn depends on other factors, such as the client's perceptual skills, fine and gross motor coordination, and social and emotional status, to say the least.

In some cases when perceptual and fine or gross motor coordination problems are suspected, the client may be assessed by an adaptive physical education specialist, an occupational therapist or a physical therapist depending on the case.

Assessment of Cognitive and Intellectual Skills

The most commonly-used instrument is the Wechsler Intelligence Scale Test, which comes in versions for pre-schoolers, school-age children and adults. The pre-school version, the Wechsler Preschool and Primary Scale of Intelligence (WPPSI) (1967) is for children younger than age 6. The Wechsler Intelligence Scale for Children-Revised (WISC-R) (1974) is for school-aged children to age 16. The Wechsler Adult Intelligence Scale-Revised (WAIS) (1981) is for individuals older than 16 years of age. Each test has two portions, a verbal section and a performance section. The verbal section includes questions on word definitions, word associations and comprehension. The performance section includes tasks in which the student needs to order pictures to form a story, match a design using blocks and name a missing part in a pictured object. Other tests are the Kaufman Assessment Battery for Children (K-ABC) (Kaufman & Kaufman, 1982) and the Stanford Binet Intelligence Scale (Stanford-Binet) (Terman & Merrill, 1972).

Eligibility for special education depends on determining if a discrepancy exists between the student's performance in the classroom and his/her ability or potential to learn. The administration of these intelligence tests to language-minority students is quite problematic, and the tests must be interpreted with great care. For example, although a Spanish version of the WISC-R was normed with students in Mexico City, (Escala de Inteligencia para Nivel Escolar Wechsler) (Gómez-Palacio, Padilla, & Roll, 1983) the test may not be reliable when assessing a Spanish-speaking student in an English-speaking classroom. The norming was conducted with a specific monolingual Spanish-speaking population. Many students being assessed in the United States do not come from Mexico City and already have been exposed to English. Although still Spanish-dominant, they no longer fit the description of the originally normed population. The System of Multicultural Pluralistic Assessment (SOMPA) (Mercer, 1979) incorporates medical, social and pluralistic assessment as well as results of the WISC-R and Bender, and was devised to adjust the intelligence/ability scores of non-mainstreamed children (Hispanic and African American). Although this is an improvement over obtaining direct scores from the WISC-R, the norm group is limited and results still may provide biased measures.

Other intelligence tests require minimal use of verbal directions and no verbal responses from the student: The Columbia Mental Maturity Scale (CMMS) (Burgemeister, Blum, & Lorge, 1982) and the Leiter International Performance Scale (1969). These tests need to be interpreted with care.

While no immediate solutions are on the horizon about how to best determine the intellectual and cognitive skills of non-mainstreamed students, psychologists, other education team members, teachers, administrators and parents need to realize that intellectual tests have value but they also have limitations.

The team needs to be aware that the use of intelligence tests and other tests that derive intelligence quotients may not be used in California with African American children. Likewise, administering any adapted intelligence test with other language minority students is equally problematic and needs to be avoided.

Perceptual motor and fine motor coordination is frequently assessed by the resource specialist. The psychologist may use some of the same tests and also may administer the Bender Visual Motor Gestalt Test (Bender, 1963).

In addition to assessing the student's ability to reproduce figures, this test may provide indices of emotional difficulties.

By assessing *social and emotional status,* the psychologist gathers information on how the student interacts with others and how he/she feels about him/herself. This is done through observations as well as through specific tests such as the Goodenough-Harris Drawing Test (Draw-A-Man) (Harris, 1963), or the Children's Apperception Test (Rorschach Test) (Rorschach). As with any other test result, the data need to be interpreted in light of the student's unique background, both cultural and linguistic.

Adaptive behavior refers to how the student performs outside the school setting. This is assessed through observations or parent interview scales such as the Vineland Adaptive Behavior Scales (Sparrow, Ball, & Cicchetti, 1985) or the Adaptive Behavior Inventory for Children (ABIC) (part of the SOMPA).

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[1] Child, student or patient.

SECTION 2.

The Interpreting Process

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Steps in the Interpreting Process

This section describes the steps in the interpreting process, the dynamics of interpreting, the organization of the team and the method of communication that should be developed among the education team members, client and the client's family to ensure the success of this process. The following are suggestions to help create a productive environment when an I/T is part of the team:

The environment should be comfortable and non-threatening. Keep the conference to a small number whenever possible, and introduce each member by their name and by the role the person plays in the total education process of the client.

Seating arrangements should allow all persons present to make eye contact with each other. To ensure that eye contact is maintained, I/Ts should not obstruct the view among the education team members. In some cultures, as a sign of respect, people do not maintain eye contact. Nevertheless, when an education team member addresses the parent, he/she should face the person directly and not the I/T or another team member.

All team members should listen. All members of the team should pay close attention. Avoid second conversations among other members while the interpreting is taking place.

Education team members and the client's family should be key players in the decision-making process. Education team members ultimately are responsible for the content of the conference, the procedures followed and the information shared. They also are responsible for making the closing remarks, summarizing, asking final questions, discussing follow-up and reassuring the client's family. The I/T should not express an opinion about comments made by any of the team members or by the parent of the client. The I/T needs to remain neutral and the education team members should work as a team.

Three Basic Steps

During a conference, the briefing, interaction and debriefing steps consist of the following:

Briefing. The education team member and the I/T meet to review the purpose and the format of the conference, the critical pieces of information that must be discussed and, when appropriate, the critical questions needed to gather information from the parents, family or client.

Interaction. The education team members make the conference place comfortable and non-threatening. As mentioned earlier, the conference should be kept to a small group whenever possible.

One of the education team members introduces all persons involved and explains their roles in relation to the client. Arrange seating so that the parent or the family member is not isolated and he/she can see both the I/T and the speaker. Whenever possible, the I/T should sit in between the parent and the education team member. If more than one team member attends the conference, arrange the seating so that each member can face the parent and the I/T. Use a round conference table when the team is larger.

The education team member states the purpose of the meeting and gives an estimate of the length of the conference. The I/T interprets the information clearly and precisely and, whenever necessary, asks for clarification. In addition, the I/T needs to interpret all comments made by the education team members and the parent. During the conference interaction, the I/T should feel comfortable asking team members for clarification, a change in rate, an explanation of professional terminology if used, etc. The education team member summarizes the conference, and makes final comments and recommendations. If some team members are bilingual, they may want to use the target language and request that the I/T interpret what was said in English for those who are not bilingual.

Debriefing. Following the conference, the education team members meet to discuss any problems related to the conference, any problems related to the interpreting process and the information collected when appropriate. During the debriefing, the team members and the I/T give each other specific feedback regarding the use of gestures, facial clues, wording, cultural issues, degree of informality or formality and so forth.

Assessors are moving away from standardized tests and toward a more ecological approach to assessment.

An ecological approach utilizes multiple sources of data such as:

- Review of written records, cumulative record folder.
- Observations in multiple settings (home or school).
- Interviews from family, other educators, friends.
- Informal procedures such as teacher-education-designed tasks, language sampling, portfolios, etc.
- Formal procedures such as criterion-based measures, standardized tests, unit tests, group/grade level tests.

The use of multiple sources of data is critical to completing a less biased evaluation of a bilingual or limited English proficient student. This approach gives educators a more wholistic picture of a student's (client's) skills and abilities both inside and outside the classroom. Make an effort to coordinate the assessment process with the specific educational and communication needs of the client.

Tests are helpful in determining how well a student performs in a particular area compared to other students of the same age. In designing test items, the authors have a specific purpose in mind that is based on a theoretical or empirical framework. These items are administered to a random sample of students to yield norms. Even though different groups (differing in social or cultural background) may be included in the sample, interpret the test results with care. Take individual differences into account.

The test user must determine whether the normed test has been developed using all the necessary reliability and validity studies. In addition, the test user must be aware of the following limitations:

- *Tests measure only one type of skill in a restricted environment.* For example, comprehension of vocabulary can be tested by asking the subject to either point to pictures or to select a specific definition of the word. Any test has limitations because of the number and type of items included as well as the mode of evaluation. Thus, the test user needs to consider which words are tested and how they are tested.
- *Tests measure a person's skills at one point in time.* Test results indicate how a person performs at one given time. They do not indicate much about the person's performance over time and what strategies the individual uses to respond to the different items.
- *Tests scores do not provide sufficient clues for intervention.* Tests often are used to determine eligibility for an education program but do not provide information on intervention strategies (Campbell, 1992).

Even when tests are normed on a particular bilingual population, their validity and reliability are uncertain when an interpreter is involved in the process. Thus, use test scores and normative data as general guidelines in describing a client's performance in a specific area. Two situations might exist: Either primary language tests are available or primary language tests are not available. These guidelines are based on suggestions by Sánchez-Boyce (1992). In any case, the education team member should be present during the testing session.

The I/T needs to receive briefing on what to look for when working with a client. Ideally, the I/T should have an opportunity to observe the education team member working with the client before becoming involved in assessing students. It might be helpful if the I/T observes the same client while being tested in English by the education team member. This allows the I/T and the client to establish a rapport.

When primary language tests are available for the assessment, the briefing, interaction and debriefing steps consist of the following:

Briefing. The education team member meets with the I/T to discuss background information and to brief the I/T on the assessments that will be conducted.

This information includes the reason for referral; the results of other testing and pertinent background data, which may include medical, developmental, social, educational, and language-use patterns at home and school (who speaks what language to whom) (pp. 55-57, examples of parent and classroom questionnaires, might be helpful); and current language and academic proficiency in English (if applicable).

Next, the education team member reviews the test items that will be administered by the I/T, their purpose, procedures to follow and manner of recording responses. The education team member and the I/T then determine a mutually agreeable time and location for assessment.

The I/T needs to take notes, ask questions, review and understand the background information presented by the education team member, be familiar with the test items and be certain that procedures to follow are clear. The I/T should not hesitate to ask for clarification during the assessment process.

Interaction. During testing, the education team member writes down observations on the body language of the client and the I/T and notes whether the I/T appeared to use too many words while providing instructions, misused reinforcement or whether the client appeared to be given too many clues. The I/T records all responses, takes notes and immediately asks for clarification when questions arise.

Debriefing. The education team member and the I/T review the target responses and the client's responses (which ones were correct and what types of errors were made), discuss deviations from the standard administration, discuss the I/T's impressions (without clinical judgments), derive scores and discuss any difficulties related to the I/T process.

When primary language tests are not available for the assessment, the briefing, interaction, and debriefing steps consist of the following:

Briefing. The same procedures as described above for situations when primary language tests are available are followed. Because the tests are not available, the client's performance needs to be based more on observations, ecological-type questionnaires (see pp. 58-59), and other internal procedures (see pp. 60-64). Avoid translations or adaptations of tests into the client's primary language.

The purpose of the assessment is to determine whether the client can perform certain tasks and also to define strategies that may be helpful in successful performance. Academic and language assessments might be obtained using informal procedures. Langdon (1992) provides examples of informal reading and writing questionnaires and suggestions on how to obtain a language sample. See page 65 for a sample form used to informally assess reading and writing skills.

In obtaining a language sample, the speech and language clinician needs to brief the I/T on specific areas to observe, such as the following:

- Pragmatic skills. Did the client respond to questions and comments appropriately? Did the client maintain the topic at hand? Were ideas sequenced in a logical order? Could the client use language to describe, ask information, explain, retell or inform?
- Form and content. Did the client use sentences that were grammatically correct? Did the client use appropriate vocabulary? Did the client correctly pronounce words?
- Manner of language expression. Was there a time delay between questions and comments made by the I/T and the client's responses? Were there pauses and hesitations during which the client seemed to search for words to express himself/herself? Was voice quality adequate? Were there any signs of stuttering?

This may be one of the most difficult areas of assessment because the person speaking to the client should have skills in eliciting the language in the most natural way. Also, the transcription demands special skills, practice and a great deal of time. This also is an area where cultural and social characteristics play an important role in the amount and types of samples obtained.

Assess cognitive and intellectual performance carefully. The psychologist may need to describe what the client can or cannot do and document which conditions and strategies were helpful in enhancing the client's performance.

State and federal regulations specify that a discrepancy between performance and ability must exist, along with a specific learning disability to meet eligibility criteria for education services. The law also stipulates that eligibility can be determined through other means when the individualized educational program (IEP) team feels that the test results are not valid indicators of the student's ability.

Interaction. The same procedure that is described previously, when primary language tests are available, is followed when primary language tests are not available.

Debriefing. The same procedure that is described previously, when primary language tests are available, is followed when primary language tests are not available.

The education team member needs to state in his/her report that the assessment was conducted with the assistance of an I/T. In all cases, using a tape recorder would be helpful to facilitate checking back on any part of the testing.

The following information derived from observations and testing might be helpful to teachers and parents:

- Can the client follow oral and written directions?
- Does the client perform better when the input is shorter?
- Does the client need more time to respond?
- Does repetition enhance the client's performance?
- Is the client easily distracted by noise? What is the client's attention like?
- Does the client perform better when visual cues are provided?
- Does auditory cueing aid in expression or recall of information?
- Can the client recall new information? (For example, teach a new concept in the beginning of the session and then probe again in the middle or the end of the session.)
- What is the client's performance level across languages for different tasks (e.g., comprehension, expression, use of vocabulary, reading)?
- Can the client respond better when examples are provided?

How the Education Team Member Facilitates the Interpreting Process

To minimize errors and facilitate the interpreting/translating process, the special education team member monitors his/her language use by observing the following recommendations:

- *Keep grammatical constructions as simple as possible.* The interpretation/translation is only as good as what the original speaker says or writes. The I/T should not have to make corrections. Some words, phrases or concepts that are not easily translated from L1 to L2 or vice versa have to be said using different words. This is acceptable as long as the same intended meaning is conveyed.
- *Avoid using unnecessary words.* Keep the use of prepositions conjunctions and other function words to a minimum. For example, instead of saying "We will call you

before since we are not sure of the schedules of the assessment team," say, "We will call when we know the assessment team's schedules."

- *Avoid idiomatic words or expressions that are difficult to translate.* It is important to find words or expressions that are translated easily into the other language. For example, a word like "brainstorming" is not easily translated into another language. Also, idiomatic expressions such as "in the blink of an eye" cannot be translated literally in Spanish, but "en un abrir y cerrar de ojos" literally means "in one opening and closing of the eyes."
- *Avoiding professional jargon.* Using professional jargon such as *syntax* and *phonology* may be confusing to a parent or a family. It is best to provide a definition for *syntax* such as "word order " or "the way we put words together when we make sentences in a language," and for *phonology*, "how words are said or are pronounced."
- *Watch for indications of translating difficulty.* Everyone involved in the translating process should watch for indications of difficulty, such as a puzzled expression on the face of the I/T, which may indicate that what was said was too long or too complex to translate; a translation that is considerably longer than what was said originally; and a response that does not coincide with the original question or statement.

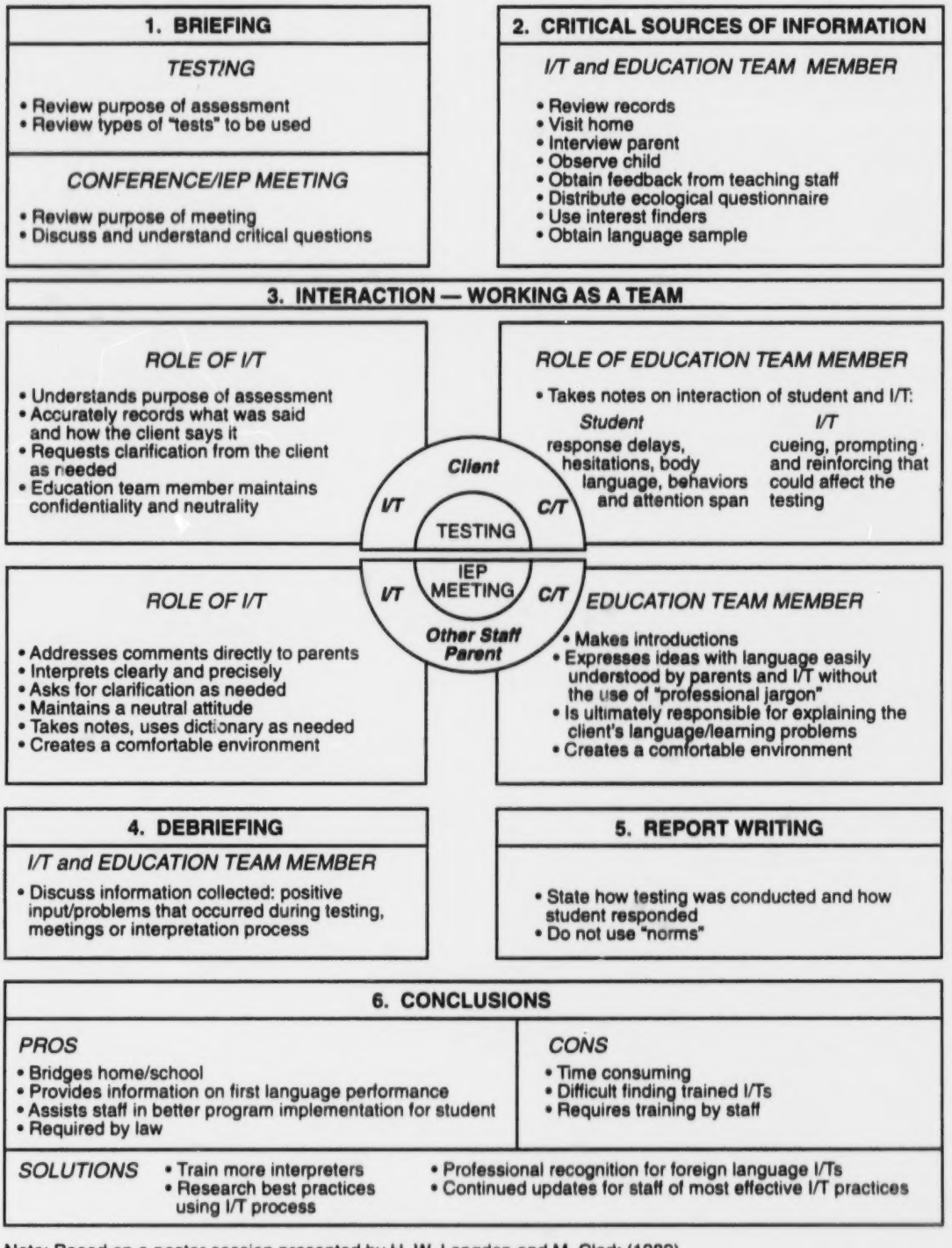
How the Interpreter/Translator Facilitates the Interpreting Process

To facilitate the interpreting/translating process, the I/T should observe the following recommendations (see Figure 2, p. 23):

- *Listen carefully to what is said to accurately convey the message.* This requires a high degree of attention and concentration.
- *Take notes to remember what was said and review the information when necessary.* Two or three important statements may be made within one turn. Writing notes assists in interpreting those statements in the correct sequence.
- *Consult a dictionary when you are uncertain of the meaning of a word or concept.*
- *Be aware of which dialect is used.* For example, certain Spanish words from Mexico and Puerto Rico differ slightly. Different dialects also exist in languages other than Spanish.
- *Maintain neutrality and confidentiality.*
- *Remember that the education team members are responsible for the meeting.* It is their job to design the procedure and the content of the meeting.
- *Assist the education team member in determining which situations or test items are culturally biased.* However, the ultimate decisions regarding whether there is a problem lies in the hands of the education team member.

Figure 2.

Summary of the Interpreting Process


1. BRIEFING
TESTING
• Review purpose of assessment
• Review types of "tests" to be used
CONFERENCE/IEP MEETING
• Review purpose of meeting
• Discuss and understand critical questions
2. CRITICAL SOURCES OF INFORMATION
I/T and EDUCATION TEAM MEMBER
• Review records
• Visit home
• Interview parent
• Observe child
• Obtain feedback from teaching staff
• Distribute ecological questionnaire
• Use interest finders
• Obtain language sample
3. INTERACTION — WORKING AS A TEAM
ROLE OF I/T
• Understands purpose of assessment
• Accurately records what was said and how the client says it
• Requests clarification from the client as needed
• Education team member maintains confidentiality and neutrality
ROLE OF EDUCATION TEAM MEMBER
• Takes notes on interaction of student and I/T:
Student
response delays, hesitations, body language, behaviors and attention span
I/T
cueing, prompting and reinforcing that could affect the testing
Client
I/T
C/T
TESTING
IEP MEETING
Other Staff
Parent
ROLE OF I/T
• Addresses comments directly to parents
• Interprets clearly and precisely
• Asks for clarification as needed
• Maintains a neutral attitude
• Takes notes, uses dictionary as needed
• Creates a comfortable environment
EDUCATION TEAM MEMBER
• Makes introductions
• Expresses ideas with language easily understood by parents and I/T without the use of "professional jargon"
• Is ultimately responsible for explaining the client's language/learning problems
• Creates a comfortable environment
4. DEBRIEFING
I/T and EDUCATION TEAM MEMBER
• Discuss information collected: positive input/problems that occurred during testing, meetings or interpretation process
5. REPORT WRITING
• State how testing was conducted and how student responded
• Do not use "norms"
6. CONCLUSIONS
PROS
• Bridges home/school
• Provides information on first language performance
• Assists staff in better program implementation for student
• Required by law
CONS
• Time consuming
• Difficult finding trained I/Ts
• Requires training by staff
SOLUTIONS
• Train more interpreters
• Research best practices using I/T process
• Professional recognition for foreign language I/Ts
• Continued updates for staff of most effective I/T practices

Note: Based on a poster session presented by H. W. Langdon and M. Clark (1989).

Common Errors in Interpreting/Translating

Even though both the education team member and the I/T coordinate their efforts in the interpreting process, errors sometimes occur. I/Ts basically can make four types of changes that may alter the intended meaning of what the person was saying a little bit, a lot or not at all. If the change results in a significant alteration in the meaning of the message, it is considered an error. The four types are omissions, additions, substitutions and transformations.

Omissions. The I/T leaves something out. It might be a word, a phrase or an entire sentence. This could happen because the I/T doesn't think the extra words are important (e.g., instead of saying "rather difficult," one might say "difficult") even though a small word can make a major difference (e.g., "mildly" vs. "moderately" delayed); the I/T does not understand what was said; the word(s) cannot be translated; or the I/T cannot keep up with the speaker.

Additions. This is when the I/T adds words, phrases or sentences that were not said. This may happen because the I/T wishes to elaborate; the I/T needs the extra words to explain a concept that is difficult to translate; or the I/T editorializes, adding his/her own thoughts to what was said.

Substitutions. Substitutions occur when the I/T uses other words, phrases or entire sentences in place of the actual words. Substitutions can be made because the I/T does not remember the specific word, phrase or grammatical constructions; the I/T confuses words that sound almost the same (e.g., *entender* vs. *atender*); the I/T uses a faulty reference (e.g., using *he* to describe one of the student's parents when the teacher actually was referring to the student's mother). These types of errors occur because the I/T did not understand or is lagging behind the speaker.

Transformations. Transformations occur when the I/T changes the word order of the original statement. Such an error may alter the meaning only slightly. Sometimes, however, the change in meaning may be significant. For example, "The dog chased the cat" has the same meaning as "The cat was chased by the dog" but "The dog chased the cat" is much different from "The dog was chased by the cat."

The I/T should be honest and request that the education team member or parent either repeat or rephrase what he/she has said to allow for better interpreting when the I/T is not sure what has been said.

With more experience in working with the I/T, the education team member becomes more perceptive in picking up clues that indicate difficulty. Examples are body language, clues that indicate confusion or uncertainty, obvious use of excessive words in proportion to what was said or an interpreted response from the parent that does not coincide with the original question or statement. Similar clues are picked up during testing of a student. In such a situation the translated text may be translated back from the second language to the original language by another I/T to ensure that meaning is preserved.

Examples of Errors in Interpreting

Examples of errors are given to illustrate the importance of pre-conference briefings and of being as accurate as possible in interpreting what is said.

Interpreting in the Legal Field

The following excerpt helps emphasize the importance of briefing the I/T before a conference.

> It is very important for the interpreter to know the context within which the translation is made. Words, of course, change meaning within given contexts. One morning, the interpreter interviewed a witness for the prosecution. The witness stated that he was drinking beer and playing music with some friends on a Sunday outside the building he managed. They were on a porch, protected from the rain, which although light, had been falling all afternoon. An irate tenant came down to tell them to keep quiet, and when they failed to do so, went back to his apartment to get a gun, came back down again, and shot the gun into the air to scare the people on the porch into silence. The witness said he heard *trueno*, the report of a gun, a "shot." However, the interpreter was replaced in the afternoon session due to a schedule conflict. The new interpreter found the witness already at the witness stand and consequently stepped into an unfamiliar situation. In the course of cross-examination, in view of rainy weather mentioned by the witness, *trueno* was translated as "thunderclap," which is another meaning of the word. The prosecutor became irate, accused the interpreter had used "shot" in the morning while the new interpreter used "thunder" in the afternoon. The court granted a mistrial.The moral of the story is that the very same interpreter who does the interview should also interpret in court if at all possible. Otherwise, a few minutes to acquaint the new interpreter with the contents of the testimony will avoid a great deal of wasted time later at the witness stand — and a great deal of aggravation.

Source: Rainof, A. (1980). How best to use an interpreter in court. *California State Bar Journal, 55,* 196-200.

Interpreting in the Medical Field

Clinician to Chinese-speaking patient: What kind of moods have you been in recently?

Interpreter to patient: How have you been feeling?

Patient's response: No, I don't have any more pain, my stomach is now fine and I can eat much better since I take the medication.

Interpreter to clinician: He says that he feels fine, no problems.

Clinician to Spanish-speaking patient: Do you feel sad or blue, do you feel that life is not worthwhile sometimes?

Interpreter to patient: The doctor wants to know if you feel sad and if you like your life.

Patient's response: No, yes. I know that my children need time, I cannot give up. I prefer not to think about it.

Interpreter to clinician: She says that no, she says that she loves her children and that her children need her.

Clinician to Spanish-speaking patient: What about worries, do you have many worries?

Interpreter to patient: Is there anything that bothers you?

Patient's response: I know, I know that God is with me. I am not afraid. They cannot get me (pause). I am wearing these new pants and I feel protected, I feel good. I don't get headaches anymore.

Interpreter to clinician: He says that he is not afraid; he feels good, he doesn't have headaches anymore.

The above examples illustrate differences for I/Ts in the legal and medical fields (see Table 1 for differerences in other professions).

Table 1.

Characteristics of I/Ts in Various Fields

CONFERENCE FIELD	LEGAL FIELD
Knowledge of third language necessary (may be more at the receptive level).	Briefing is important (dialogue with witness and counsel).
Capacity to adjust to varying subject matter, different speakers very quickly.	Asking for clarification when in doubt, even if only one word is at issue (Rainof, 1980).
Gift for public speaking.	Familiarity with dialectal differences.
Good physical endurance.	Sensitivity to non-verbal communication without translating gestures.
Interpreting usually simultaneous.	Always conducted in the first person.
	Interpreting usually sequential but may be simultaneous.
MEDICAL FIELD	**HEARING IMPAIRED FIELD**
Empathy necessary; some patients may have difficulty speaking in the presence of a third person.	Sign languages are generically and structurally independent of spoken language, even in the same community.
Note what is said and how it is said (Marcos, 1979).	Interpretation occurs when a message in a natural sign language is re-created in a spoken language or vice versa.
Interpreting usually sequential.	Transliteration is required if an artificial sign language is used.
EDUCATIONAL FIELD	
Most characteristics are similar to those in the legal and the medical fields.	

Advantages and Disadvantages of the Interpreter/Translator Process

Advantages:

- Interpreting builds bridges between home and school/community because it assists in gathering more complete information from the client's background and performance in environments other than the school setting by interviewing the client's parents and/or family.
- The I/T process provides information on the client's performance in the primary language.
- The I/T assists the team in better understanding the client's educational and/or rehabilitative services needs and in better planning to meet those needs.
- It is required by law when the client is considered limited in English.

Disadvantages:

- The I/T process is time consuming.
- I/Ts who will work in the educational field are difficult to find and train.
- Ongoing training is required for the I/T.

Ways to improve the I/T process are to encourage more people to become I/Ts by giving more recognition to those I/Ts working in the educational field; to recognize that the I/T process in the educational field is a difficult task requiring specific skills and award this occupation the status of a professional field (similar to I/Ts working at international conferences and with the deaf); and to perform research and to provide updates on model practices working with I/Ts.

Introductory Activity

Introductory activity material is provided on the topic of teaming up with an I/T, and some suggested formats for delivering the content of the manual also are provided.

This activity serves as an introduction to the I/T process. Each participant role plays one of the three parts in groups of three: one person is the client, another the psychologist and the third the I/T.

The purpose is to acquaint participants with the process and to elicit questions or comments about the topic, or their experiences before introducing the topic.

Materials

Client: Green sheet

Psychologist: Yellow sheet

I/T: Pink sheet

Participants are divided into groups of three and each person takes on a role. Run the activity for 15 minutes and then have a full-group discussion.

1. How did each member on the team feel?
2. What was helpful in bridging the communication between the psychologist and the client?
3. What was frustrating about the interaction?
4. Was anyone more in control? How was that evident?
5. How does this experience compare with your own experiences working with an interpreter or when you were the interpreter?

General Directions for the Client

This is a game for you (as the aide said when taking you down the hall to the testing room). Pay *no* attention to the psychologist. The I/T is your friend and the only one whose language you understand. Smile frequently at the translator so that you stay friends. Feel free to talk to the I/T at any time, even if the psychologist is talking, since you do not understand what the psychologist is saying anyway.

Questions or Directions to the Client:

1. Do what the I/T says. Note: In your culture one never touches a superior (higher) part of the body with an inferior part. If the psychologist demonstrates what is to be done, *look horrified.*
2. Pay attention only to the translator. Do not stop naming items when the psychologist says "*stop.*" Continue until the translator says "*stop.*" Ignore any interaction between psychologist and I/T.
3. After receiving directions, say two sentences about anything.
4. There is nothing in your cultural experience that matches any of the items. Unfortunately, there is not much in the I/T's experience that matches them either. Listen to the translator only and point to a possible object (see Figure 3).

I/T's Comment	Possible Response
Things to eat.	Animal (Rabbit — you have never seen one, but you recognize it as an animal. You have never seen eggs in a carton.)
Things to hold.	Anything.
Thing to catch fish.	Must be the fork (obviously a spear or trident).
Thing to eat.	Animal again; hey, this test is easy.
Thing to eat.	Animal again; give a big smile.

5. Listen *only* to the I/T's description and point to a figure based upon the I/T's comments.

General Directions for the Psychologist

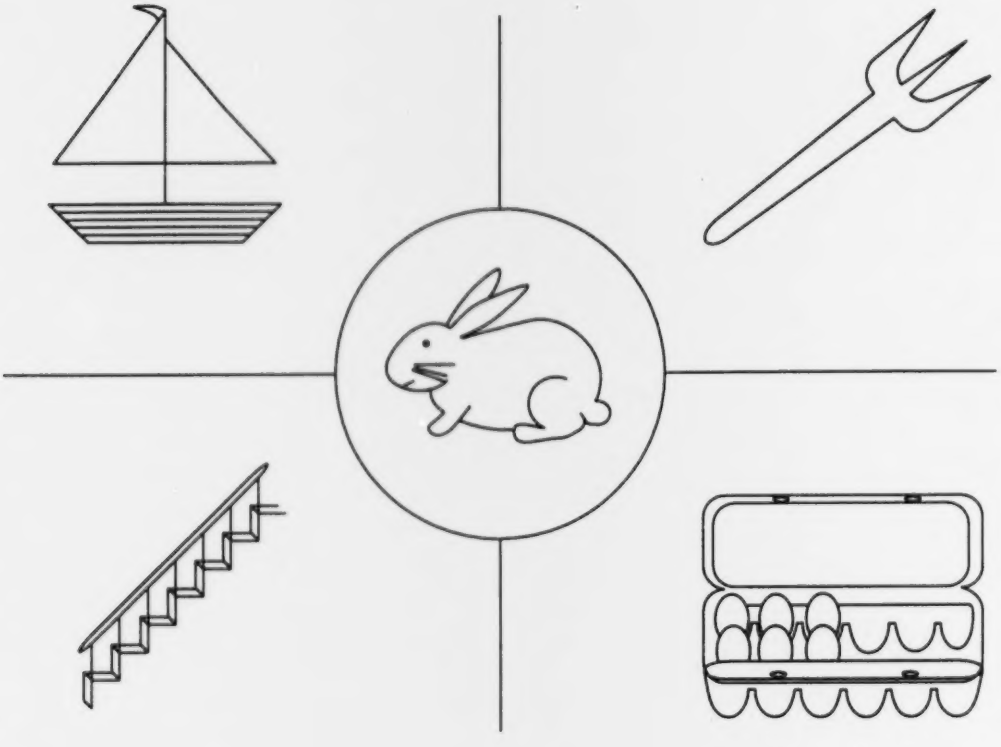
Keep score of the client's responses as provided by the I/T for questions 1 and 3, and by the client's own responses to questions 2, 4 and 5. Probe as seems appropriate. Be polite and professional.

Possible scores: Q. 1 — 0, 1 or 2; Q. 2 — 0 to 10+; Q. 3 — 0 or 1; Q. 4 — 0 to 5; Q. 5 — 0 or 1

Maximum score = 19+; Average = 14 to 18; Low = 9 to 13; Subnormal = below 9

Figure 3.

Pictures Used for Introductory Activity



Questions or Directions to the Translator:

"Ask the client to . . ."

1. **Say:** Rub your stomach and pat the top of your head at the same time.
   Score: 0 = no response; 1 = one action; 2 = two actions.

2. **Say:** Name as many things as possible that start with the letter *s* in 10 seconds.
   Do: After the I/T gives directions, start counting (i.e., 1,001, 1,002, etc.)
   Say: Stop (after 1,010).
   Score: Count the number of responses.

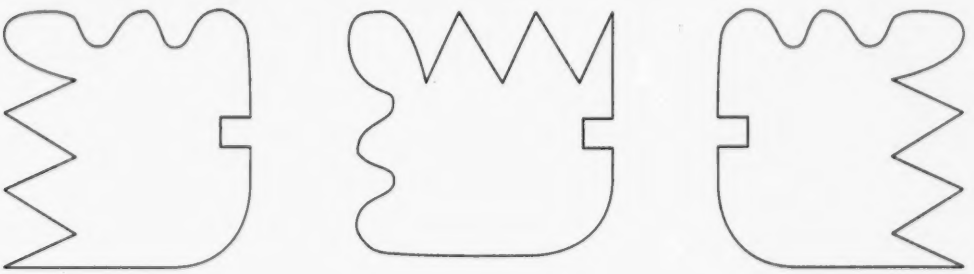
3. **Say:** Explain what the proverb means, "Do unto others as you would have them do unto you."
   Score: 0 = no response; 1 = plausible answer.

4. **Do:** Show the picture with five objects to the client (see Figure 3).
   Say: Point to the correct picture when the name of it is said. (Wait for the client to respond after each word is translated.)
   Words: Fork; Bannister; Sailboat; Rabbit; Eggs.
   Score: 1 point for each correct answer.

5. **Do:** Show the picture of three abstract objects to the client (see Figure 4).
   Say: Point to the object that I describe. (Then in your own words describe object number 3.)
   Score: 0 = incorrect response; 1 = correct response.

Figure 4.

Abstract Objects Used for Introductory Activity



General Directions for the Interpreter/Translator

You are a classroom aide with some knowledge of English. You feel you help the children. However, every time a child is tested by a psychologist, that child disappears from your class. You begin to distrust this testing. Try to be polite, but do not let the psychologist get away with anything.

Questions or Directions to the Translator:

1. *Change the directions given by the psychologist.*
   Say: Rub your stomach and wave your other hand in the air.

2. **Say:** Name things that start with the letter *s*.
   Note: Time is of little concern in your culture.
   Do: When the psychologist says "Stop" you should ask "Why?" and then argue that time is not important, that the client still knows many things that start with *s*! Finally, have the client stop.

3. **Say to client:** The psychologist is asking a foolish question about his/her religion. Say two sentences about anything and I'll say you got it right.
   Say to psychologist: Client is correct but it is hard to translate. If the psychologist questions you, look very offended and say, "Don't you trust me?"

4. **Note:** Objects are culturally unfamiliar to you but you try your best because you do not want to lose your job.
   Say: (After psychologist says each word)

   Thing to eat.
   Thing to hold.
   Thing to catch fish.
   Thing to eat.
   Thing to eat.

5. **Note:** Within your culture it is very impolite to differentiate (e.g., left-right, up-down). This would upset the balance of nature and the completeness of the universe. Every time the psychologist says a directional term, *shake your head* to show you disapprove. Offer no explanation to the psychologist for your head shakes; that would be even more impolite.

   Say: Wiggles, squares, indent, zig-zag, and so on as the psychologist describes the figure in the same way said by the psychologist, but do not use any directional terms.

Suggested Formats of Delivery

Format

The introductory activity described above can be used as an introduction to the topic of working with an I/T. The content of the manual can be delivered in a lecture format by the trainer, or it can be divided among the participants in groups of five to share in a cooperative learning activity. In this format, each member becomes an expert in his/her area and then shares the information learned with the other members of the group.

The information can be divided as follows:

- Role and qualifications of the I/T (pp. 3-6).
- Responsibilities of the education staff and the I/T (pp. 6-8).
- The three steps of interpreting as they apply to assessment (pp. 8-14).
- Dynamics of interpretation (p. 17); the three basic steps of interpreting as they apply to conferences (p. 17); and advantages, disadvantages, and ways to improve and encourage the I/T process (p. 27).
- How the education team member can facilitate the interpreting process and common errors made in interpreting/translating (p. 21 and p. 25).

Mode of Delivery

Members can present the information included in their portions to their group or each group can answer the study guide questions to review the material.

Another option is for the group to work on a simulation activity: "You have been given the task of training an interpreter to work with you in conferences and in assessment. You have the opportunity to practice working with the interpreter for several sessions before you team up with the I/T in an actual work setting."

Group members can discuss or consider the following questions:

1. When looking for an interpreter, what kind of individual will you look for? What qualities and criteria will you require in the interpreter with whom you will train and work?
2. What practical suggestions can you make for organizing the conference session to be as efficient and comfortable as possible?
3. Since you have only a brief period for training, what is the minimum amount of time you will require before working with an interpreter and what will you cover in training?
4. What must you be aware of in teaming up with an interpreter for testing and what will you teach your interpreter about assessment? How will you interpret tests that have been given using an interpreter?
5. How will you know if an I/T is editorializing?
6. How do you advise the I/T to handle a parent who wants advice from the I/T?
7. How will you handle an uncooperative parent when working with an I/T?

8. How can you ensure that you remain the authority figure in the eyes of the parent without compromising the much-needed parental trust in a fellow Spanish or other language speaker?
9. How do you ensure that parents or clients understand their legal rights?
10. How do you ensure that non-English speaking parents and family members receive detailed information about special placement or intervention suggestions?

Further Applications

The participants can view the videotape, *The Art of Interpreting: A Dynamic Process* (Cheng, Langdon, & Davies), after reading and practicing the information contained in the manual. To guide their critique, they can use the questionnaire in Table 2, Critique of the Parent Conferences Seen on Video.

The participants can engage in either one or both role-playing simulations, or team up with an I/T in a conference or in assessing a client.

Table 2.

Critique of the Parent Conferences Seen on Video

VIDEO CRITIQUE		
Briefing:	**Please circle one**	
1. Format of the conference is explained.	Yes	No
2. Purpose of the conference is explained.	Yes	No
3. Critical pieces of information are reviewed.	Yes	No
4. Critical questions are reviewed (where applicable).	Yes	No
Interaction:		
1. Participants are introduced.	Yes	No
2. Seating arrangement is appropriate.	Yes	No
3. Purpose of the conference is stated.	Yes	No
4. Team members maintain contact with the parent.	Yes	No
5. Team uses language understandable to the parent.	Yes	No
6. Education team member ultimately is responsible for the conference procedure, information sharing and intent of the conference.	Yes	No
7. Team monitors message (speaks as though parent can understand everything that is said).	Yes	No
8. I/T interprets all that the parent says.	Yes	No
9. Team presents itself in a united fashion.	Yes	No
10. Environment is comfortable.	Yes	No
11. Type of interpretation.	_____	
12. Cultural knowledge of the I/T is adequate.	Yes	No
13. Attention is paid to non-verbal cues.	Yes	No
14. I/T interprets clearly and precisely.	Yes	No
15. I/T asks for clarification when necessary.	Yes	No

SECTION 3.

Legal Aspects of Bilingual and Special Education

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Background Information

Whereas laws on special education are in effect nationally, bilingual education laws are not in force in all 50 states. As a matter of fact, several states have passed laws that recognize English as the unofficial language. In those states, bilingual education is not necessarily prohibited but it is no longer required or it has never been required. For example, bilingual education was enforced in California but it was sunsetted in 1986. For further information on the history of bilingual education in the United States, see Crawford (1989) and Langdon (1992).

Various political events and legal cases in the 1960s and the 1970s were instrumental in defining the educational rights of language minority students.

The legal basis for bilingual education dates from Title VI of the Civil Rights Act (1964), which states: "No person shall be discriminated against on the basis of race, color or national origin in school districts receiving federal funding."

The launching of Sputnik by the Soviet Union, Castro's assumption of power in Cuba resulting in the massive immigration of Cubans into the mainland of the United States, and the civil rights movement of the 1960s influenced the passage of the Bilingual Education Act of 1968. According to the Act: "Congress hereby declares it to be the policy of the U.S. to provide financial assistance to local educational agencies to develop and carry out new and imaginative elementary and secondary programs to meet these special education needs." For the purposes of this title "children of limited-English speaking ability means children who come from environments where the dominant language is other than English." (Parts of Section 702.)

Diana vs. State Board of Education in 1970 was one of the first legal cases that sought to remediate improper placement of nine Mexican-American children in classes for the mentally retarded. Their primary language was Spanish and they had been placed in those classes on the basis of I.Q. tests that had been administered in English. The case was settled out of court with stipulated agreements on testing procedures and requirements for re-evaluation of Mexican-American children in classes for the retarded.

In 1974 the U.S. Supreme Court ruled the case of *Lau vs. Nichols,* which has had a major impact on California's educational system. It was filed on behalf of approximately 2,000 limited English proficiency (LEP) Chinese students from the San Francisco Unified School District. The plaintiffs claimed they were not receiving an appropriate education because instruction was given solely in English and, furthermore, they argued that the district was in violation of the Civil Rights Act of 1964. The Supreme Court declared:

> There is no equality of treatment merely by providing students with the same facilities, textbooks, teachers, and curriculum; for students who do not understand English are effectively foreclosed from any meaningful education ... Imposition of a requirement that, before a child can effectively participate in the educational program, he must already have acquired those basic skills, is to make a mockery of public education.

As a result of this suit, bilingual programs were instituted in the district. Similar cases were pursued in other states (New York, Arizona and Texas), all leading to the establishment of instructional procedures for LEP students. In the past eight years or so, however, several states have passed "English only amendments," which establish English as the official language of the state. Although the bilingual state laws have been sunsetted, the LEP student's right to receive an appropriate education is still safeguarded by the federal Civil Rights Act. The local district must decide how to best meet the LEP student's educational needs.

At the same time, P.L. 94-142 (1975) defines the rights of students to receive special education. This is a federal law and each state may implement it differently but always in accordance with the respective state plan. The law is based on several congressional findings:

- The educational needs of many students were not being met.
- Many students who were receiving services were excluded from the public school system.
- Because of inadequate services within the public school system, families were often forced to find services outside the system, often far from their homes and at their own expense.

Bilingual education and special education procedures are reviewed below based on purpose, identification of need, assessment, instructional planning and types of program. This review is followed by a summary of similarities and differences between the two programs.

Bilingual Education

Purpose: To provide equal educational opportunities to all students regardless of their fluency in English, and to enable the student to sustain academic achievement while acquiring English. All school-age children are eligible.

Identification of Need: Results of a home language survey indicate whether the student has a primary language other than English.

Assessment: All parents of LEP students must be notified in writing of the results of the language proficiency tests during the student's need identification process. Language proficiency in English is determined using one the state's authorized assessment instruments: Bilingual Syntax Measure (BSM Level I or II) (Burt, Duley, & Hernández-Chávez, 1975, 1980); Idea Oral Language Proficiency Test (IPT) (Ballard & Tighe, 1980, 1982, 1983, 1987); Language Assessment Scales (LAS) (DeAvila & Duncan, 1977, 1979, 1983) and, for younger students, the Pre-LAS (DeAvila & Duncan, 1986). Some states also may use the Basic Inventory of Natural Language (BINL) (Herbert, 1974) or the Language Assessment Battery (LAB) (Board of Education of the City of New York, 1976).

If the student has limited proficiency in English, proficiency in the primary language must be determined. Students who are not proficient in their primary language are not LEP students. Thus, they are not subject to all the same special education requirements as the LEP student, but they are subject to basic special education requirements. For LEP students, understanding, speaking, reading and writing skills in the primary language must be assessed.

Instructional Planning: Before the student can be enrolled in a bilingual program, the parents must be notified. Notification may involve:

- A simple non-technical description of the program.
- An invitation to visit the program.
- A discussion of the parent's right to participate in the school and district advisory committees.
- A discussion of the parent's right to request to withdraw the child from the program if so desired.

Students whose parents have opted not to participate in the bilingual program still must receive special instruction to meet their learning needs.

LEP students can be redesignated fluent-English proficient (FEP) after meeting objective criteria established by the district demonstrating that the student has overcome English language barriers to learning and has no substantive academic deficit.

Do not classify a student into one category (LEP or FEP) on the basis of only one test. Also, classification according to each of the designated tests may vary even for a single student. Although each test claims to assess oral proficiency, each focuses on different aspects of oral language. For example, the BSM focuses on how well the sentences of a student are formed and the LAS on how well the student can retell a story, understand sentences and perform other tasks. Thus, the tests are not always comparable. The use of multiple criteria in assessment always is recommended.

Each LEP student should receive some form of instruction to develop proficiency in language development.

Types of instructional bilingual models:

- *Translation Method:* The teacher or the aide translates what the teacher says from English into the student's native language. This method is commonly used in transitional programs. This is not a popular or effective method to promote English language development.
- *Preview-Review Method:* A lesson begins in the primary language of the student and then is presented in English. The lesson is summarized in the primary language.
- *Alternate Days Method:* The language of instruction is alternated each day.
- *Concurrent Method:* The concurrent method involves the natural shifting from one language to the other as the teacher sees fit. It may not be adequate for some students who have language processing or learning problems.
- *English as a Second Language (ESL):* This is not a bilingual instruction method, but it is used in conjunction with the methods described. Different methods can be used, such as the total physical response method (Asher, 1979), the natural approach (Krashen & Terrell, 1983) or many others (Richards & Rodgers, 1986).

When the student receives some form of bilingual language instruction, document this fact in an individualized learning program (ILP).

Special Education

Purpose: Special education programs are intended to provide a free, appropriate education to students eligible for special educational and related services. Students ages 0 to 21 are eligible.

Identification of Need: Parents, family members, teachers and other professionals may refer a student for assessment to determine eligibility for services. A student should be referred for assessment only after the resources of the regular program have been considered and, where appropriate, used.

Assessment: Parents must be notified about the student's referral for assessment. A written plan of the content of the proposed assessment must be sent for the parents' written consent. It must be developed within 10 days of the referral.

The notice and assessment plan must be written in the primary language of the home. More than one assessment must be used, and all assessments should be done in the individual's preferred mode of communication. Procedures and materials for use with LEP students must be in the student's primary language.

For LEP students, qualified bilingual personnel trained to assess cultural and ethnic factors appropriate to the student must be provided. If such a person is not available, teaming with an I/T is permitted. This condition must be documented on the assessment plan, and results must be interpreted accordingly.

Each student must be reassessed at least every three years or sooner if the student's teacher or parents request a new assessment.

Instructional Planning: The purposes of the assessment are to determine if the student is eligible for special education services, to determine goals and objectives for the student's education, and to determine which services would be appropriate for the student.

If the student is eligible for special education, an individualized educational program (IEP) is developed. The IEP should specify:

- Levels of performance in different areas, such as cognitive, language, academic, perceptual and self-help skills.
- Goals and objectives for the student's education.
- Type of educational setting and extent of participation in the regular program.
- Projected dates of re-evaluation of goals and objectives.

For an LEP student, the goals must be linguistically appropriate. LEP students are not eligible for special education simply on the basis of limited proficiency in English. An LEP student must exhibit a disabling condition to be eligible.

Disabled students are those who are mentally retarded, hard of hearing, deaf, speech impaired, visually handicapped, seriously emotionally disturbed, other health impaired, deaf-blind or who have specific learning disabilities.

The IEP is developed by the IEP team, which includes the parent. The parent has the right to participate in the development of the IEP and to make the final decision about

whether his/her child receives special education services. The parent must consent in writing to the content of the IEP and the child's placement in the program.

The IEP should be reviewed at least once a year to re-evaluate the student's progress and placement.

The IEP should be developed within 50 days from the date of the parent's signature giving permission to test.

Types of Special Education Programs: In referring a student for special education placement, every effort should be made to place the student in the least restrictive environment, that is, in a program where the student is with regular students as much of the time as possible. Less restrictive environments include the following:

- *Resource Specialist Program:* A special classroom environment where the student may spend anywhere from half an hour to half of the school day. The specialist teaches in small groups with the help of a teacher aide. The student spends the rest of the day in the regular classroom. The student also may attend designated instruction programs if needed.
- *Designated Instruction Programs and Services:* These services may include speech and language therapy, mobility for the blind, counseling, adaptive physical education or physical therapy. These services are called "designated" because they are specific and are not usually taught in a regular or special class. The tendency in the last several years is to offer as much of the specialized instruction within the regular classroom as possible to avoid disturbing the student's schedule.

A restrictive environment is the *special day class.* This class offers instruction for most of the school day to students whose needs cannot be met in the regular class or in a combination of the programs described previously. Generally, these classes are very small: 12 students at the most. The teacher is assisted by a teacher aide. The student still may be integrated within the regular classroom for a small fraction of the day.

All of these programs are located at the regular school site. If a student's needs cannot be met in any of the programs described above, he/she may be referred to a *private school setting.* In this case, the student is placed in that setting at no cost to the family.

Common Characteristics Between Bilingual and Special Education

Common characteristics between bilingual and special education programs include the fact that they are free; specific assessments in both English and the student's language are necessary for enrollment; no single test determines the student's placement; and parents are notified of test results and of their right to withdraw the student.

Differences between the programs are that bilingual education is accessible to all LEP students as long as their proficiency in their native language is higher than in English, (special education is accessible to students who perform significantly below other students

with similar linguistic and cultural backgrounds); parents must participate personally at the IEP or they must send a representative (in bilingual education, notification of results is sufficient); permission for enrollment in bilingual education is not necessary (permission needs to be granted in special education); and in special education, goals must be renewed at least annually.

Bilingual and Special Education Interface

If an LEP student's educational needs must be met in both the bilingual and special education program, this goal can be achieved in a variety of ways. The type of placement often depends on the staff available and, most importantly, on the student's needs. This interface is clearly described in Baca and Cervantes (1989).

Special education program goals are best accomplished by providing:

- The least restrictive possible environment.
- Individual planning of instruction.
- A focus on the student's abilities.
- Specific assistance related directly to the area of disability.
- Specially trained special education personnel.
- Involvement in the assessment, planning and program implementation from parents.

Bilingual program goals are best accomplished by providing:

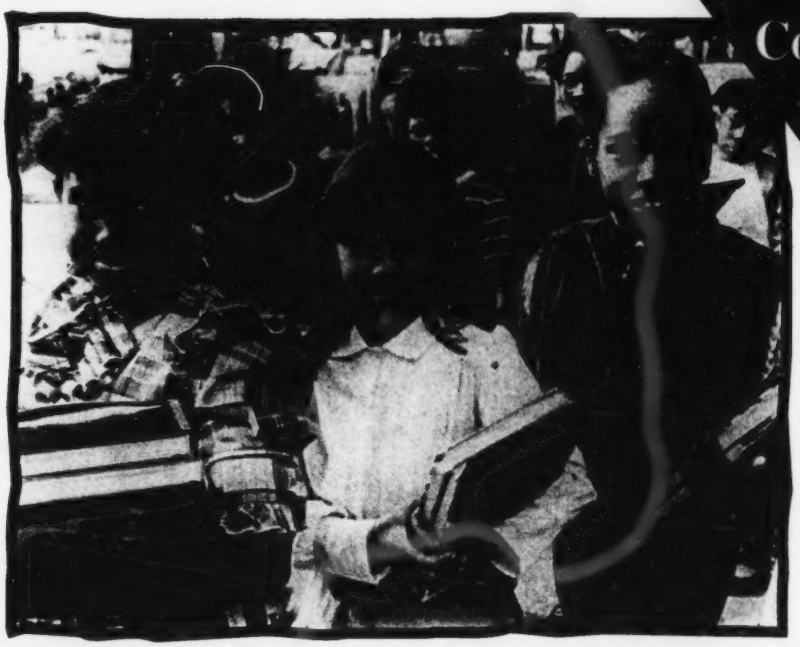
- Instruction in the primary language.
- Formal reading instruction in the primary language when appropriate.
- Second language/English language instruction in a meaningful context that focuses on content.
- Sensitivity to the student's cultural differences.
- Opportunities for parent and community input.

The following guidelines can help the bilingual special education instructional programs work together to meet the student's needs:

- Use the primary language in implementing IEP goals when needed and appropriate.
- Focus instruction on the student's abilities while also giving specific assistance targeted to the student's disability.
- Conduct instruction in the least restrictive environment possible.
- Involve parents in planning and implementing the IEP.

SECTION 4.

Cultural Considerations



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Definitions of Culture

In this section we provide definitions for culture, high- and low-context cultures, and a brief description of cultural and communication characteristics of some Hispanic and Asian groups. A review of sociocultural patterns in different populations is beyond the scope of this manual. The reader is provided with references for further general and specific information.

Cheng (1987) provides several possible definitions for culture. She begins her book by saying, "A precise, inclusive definition of culture has eluded humankind for centuries" (p. 1). Her literature review on different definitions ends with a synthesis, where she provides four elements for culture (pp. 2-3):

1. The ideal: that which people believe they do or ought to do as expressed in proverbs, stories, myths, jokes, rituals and conversation.
2. The real: the actual behavior of people as expressed in acts of deviation, failure or complaint.
3. The explicit: the observable, concrete and consciously known elements of culture as recognized in food, fashion, forms of language, facts and figures, famous people, folklore, types of housing and use of tools.
4. The implicit: the invisible, silent and unconscious elements of a culture as expressed in values, attitudes, religious and spiritual beliefs, fears, kinship systems, family structure and meaning of language.

Thus, the term culture comprises different elements. There are differences between individuals in one or several of these aspects even though those individuals may belong to a given culture.

Hall (1959, 1969, 1976), among other anthropologists, has attempted to describe how members of different cultures interact. To make the description easier, two cultures might be contrasted: high- and low-context. It is important to keep in mind that no culture is entirely one way or another; rather, different degrees or combinations of both types prevail.

Comparative Rearing Practices and Communication Styles Among Different Cultural Groups

Much work on the subject of comparative rearing practice and communication styles has been done by Heath (1986). In reviewing the summarized information provided in Tables 3 and 4, consider that there always are exceptions. Two premises proposed by Heath (p. 144) may help explain differences in various cultural approaches to learning:

1. For all children, academic success depends less on the specific language they know than on the ways of using language they know.
2. The school can promote academic and vocational success for all children, regardless of their first language background, by providing the greatest range of oral and written language uses.

Table 3.

Examples of Cultural Tendencies of Four Groups of Americans

AFRICAN AMERICANS	ASIAN AMERICANS
"We" vs. "I" world view Strong "in group" cultural rules Field dependent cognitive style High value on the Oral Tradition Emotional intensity in communication Respect for creativity and code switching in language Preference for retaining cultural identity	Strong family connections Preference toward modesty, reserve, and control Respect for silence Low regard for argumentation Orientation towards privacy Disdain for public reprimand
HISPANIC AMERICANS	**WHITE (ANGLO-SAXON) AMERICANS**
Unity and interdependence among members of the (extended) family Respect for tradition and traditional family and social roles Physical closeness during conversation Emotional intensity in communication to demonstrate sincerity and commitment to beliefs Preference for retention of the Spanish language	Preference for nuclear vs. extended family Respect for individualism High regard for "standard English" Respect for step-by-step logic Preference not to show emotion Respect for cultural assimilation in the U.S.

Source: Taylor, O. L., Clinical practice as a social occasion, in L. Cole and V. R. Deal, *Communication disorders in multicultural populations.* Rockville, MD: American Speech-Language-Hearing Association. Reprinted with permission.

Table 4.

Comparative Rearing Practices and Communication Styles

Note: Generalizations about cultural characteristics always are inaccurate. The information provided below should be used as a general guideline — exceptions always occur.

MEXICAN AMERICAN	CHINESE AMERICAN	SOUTHEAST ASIAN
Remarks are based on data gathered on recent arrivals (20 years or less), generally lower socioeconomic status or working class. Mothers are primary caretakers; extended family will help if living nearby. Parents model behavior; children observe and repeat as demonstrated. Adults do not accompany action with step-by-step directions, do not give sequential orders or ask children to verbalize what they are doing. Parents do not ask questions that require repetition of facts, rehearse sequence of events or foretell what children will do. Parents and siblings reinforce the children's actions with "good" or "bad," "right" or "wrong." Role of English and Spanish depend on purpose of family in coming to United States (temporary or permanent).	Remarks are based on data descriptions of mainstream and working-class Chinese American families. Families reflect the influence of communal membership values; importance of the family rather than the individual is emphasized. Culture holds esteem for age, authority, perfection, restraint, practical achievements. Children assume roles appropriate for age and sex, perform duties independent of personal feelings or goals. Adults direct role acquisition; children defer to adults regarding what to do and when. Children listen to authorities, watch what they do to achieve perfection.	No real data on specific child-rearing practices in this group except generalities. Across Vietnamese, Hmong, Laotians and Cambodians there is division of age and sex in relation to labor and role expectations; traditional roles are changing because of refugee conditions and differential opportunities to learn English (in refugee camps, ESL classes). Young traditionally look to elders as role models. Roles depend on prior clan or social membership, urban experience, time spent in refugee camps before arriving in United States and conditions of initial entry to the United States, as well as interactions with mainstream American sponsors and support institutions.

Table 4. Continued

MEXICAN AMERICAN	CHINESE AMERICAN	SOUTHEAST ASIAN
In social gatherings, adults interact with adults and children with children; children witness many adult interactions. Two worlds exist: a public world in which children are well-behaved and respectful and a private world of more free and intimate conversational opportunities. Children are provided with a rich verbal environment, lots of speakers, and many opportunities to converse, hear stories and adult adventures, and talk among themselves. Children are not supposed to initiate conversations or interrupt conversations among adults (polite mode). In general, parents do not direct children toward specific careers but wish for better job opportunities for them than they (parents) have had.	Parents control topic, length of time of child's talk, direction of conversation. Parents initiate conversation or ask factual questions, talk about steps of sequential actions and monitor child's talk. In school, children are to listen to the teacher, obey, practice and prepare for future job opportunities. Reading is done for study — "no pain, no gain."	Success depends on pooling resources and using help of cultural brokers from their own community. School and English are seen as essential to future success.
		FILIPINO PACIFIC ISLANDER HAWAIIAN
		Not many data on these groups. When mother and child are engaged in a task, they work together. Mother is less directive. Parents act as models. In some groups of Samoans, children are expected to repeat what the adults have said because the adult has higher status. Language expansion is "not the thing to do."

Table 4. Continued

ANGLO CULTURE	MEXICAN AMERICAN FAMILY INTERACTIONS	ASIAN FAMILY INTERACTIONS (Chinese American Primarily)
Teachers ask students to give them names of attributes or items in the classroom, readers, etc. — "what, what kind, where," especially in earlier grades. Teachers ask children to explain the meaning of words, pictures, events and their own behavior. Children are asked to make inferences based on what they have read. Teachers ask students to summarize materials they know for them or peers. Know and tell, creative writing and sharing of information that is not known to all should be used more in school. Child hears stories, real and fictional.	Focus is on body parts, family members' names, immediate activities, not labels or names of things in books or on television. Labeling is not usual in daily interactions; occurs more in large gatherings. Adults rarely ask children to express their interpretation of events or their emotional evaluations. Adults/parents rarely ask children to recount events known to them except on special occasions or at large gatherings. Event casting, planning is not done for practice; only in planning for actual future activities, as a cooperative family endeavor. Stories are frequent; more oral than read, especially about historical events and real life characters.	Labeling is done as part of ongoing correction for children's errors. Books and Chinese characters used as focus of labeling. Teachers ask students to summarize materials they know for them or peers. Meaning quests often center on discussion of age and sex roles. Emotional evaluations are not encouraged. Restraint is valued. Accounts (children's knowledge and events not known to the parent) are more common than recounts (of known information). Summative language is asked for in regard to sex and age expectations, and behavior. Event casts and step-by-step language with action especially done in connection with age and sex role behavior. Children hear parents talk about plans, sequenced action and solutions to problems. Stories about events and people are frequent.

Source: Brice-Heath, S.,"Sociocultural Contexts of Language Development," *Beyond Language: Social and Cultural Factors in Schooling Language Minority Students*, Carlos Coretes, Ed., Los Angeles, CSU L. A., (1986), pp. 142-186.

Table 5.

High-Context vs. Low-Context Culture

HIGH-CONTEXT CULTURE	LOW-CONTEXT CULTURE
Emphasis on the group rather than the individual.	Highly individualized (relatively limited interaction among the people).
Verbal/written interaction may be limited; language is used for immediate purposes, and elaboration is not necessary.	Great emphasis on information transmitted verbally.
People learn through observation.	Meaning often is transmitted through written language and information is not always contextually based (as in a school situation).
High predictability, little conflict, little planning may be necessary, adaptation to a "formal school" setting may be difficult.	Long term planning is emphasized and people are expected to "sacrifice" immediate pleasures and rewards.
Need for adaptation to learning from written language is especially important in beginning upper elementary grades.	
Time line is not crucial.	Planning is critical (a lesson may need to be completed within a time frame).

APPENDICES

Appendix A.
Supplementary Training Materials

Supplementary Materials for Use by the Interpreter/Translator

This section contains several handout materials that can be used or modified to suit the needs of the interpreter/translator.

These materials are as follows:

- Interpreter/Translator in the School Setting
- Parent Interview Questionnaire
- Questionnaire for Teachers
- Cognitive - Ecological - Functional Questionnaire
- Language Use Inventory - Level 1
- Inventario de Uso del Lenguage - Nivel 1
- Interest Finders
- Language Sample (Oral/Written)
- Obtaining a Language Sample
- Informal Assessment of Reading and Writing Skills

INTERPRETER/TRANSLATOR IN THE SCHOOL SETTING

Please answer the following questions:

A. Have you used an interpreter/translator (I/T) before? _____

B. For parent conferences? _____

C. For testing children? _____

	Pre-test	Post-test
1. What type of interpreting is most commonly used in the schools?	_____ _____	_____ _____
2. What is the difference between interpreting and translating?	_____ _____	_____ _____
3. Should you be present when an I/T is testing a child even if he/she is experienced?	_____Yes_____No	_____Yes_____No
4. What are the three steps that should be taken when using an I/T in conferences or in testing?	1._____ 2._____ 3._____	1._____ 2._____ 3._____
5. Is it all right for an I/T to take notes or use a dictionary during a parent conference?	_____Yes_____No	_____Yes_____No
6. List three qualifications of an I/T.	1._____ 2._____ 3._____	1._____ 2._____ 3._____
7. List two errors an I/T could make in interpreting.	1._____ 2._____	1._____ 2._____
8. What are two ethical considerations required of an I/T.	1._____ 2._____	1._____ 2._____
9. List two things an assessor can do to facilitate the task of an I/T.	1._____ 2._____	1._____ 2._____
10. The school professional should direct eye contact toward the parent who does not understand the language.	_____Yes_____No _____Yes_____No _____Yes_____No	_____Yes_____No _____Yes_____No _____Yes_____No

PARENT INTERVIEW QUESTIONNAIRE

Name of student:_____

Birthdate:_____ Age:_____ Place of birth:_____

Grade:_____ School:_____ Teacher:_____

Name of interpreter:_____ Language:_____Date:____

A. SOCIAL AND FAMILY HISTORY:

A.1. How long in the U.S. mainland Father:_____ Mother:_____ Student:_____

A.2. How many persons living in the household: _____

Name	Age	Relationship

(1) (2)

A.3. Language(s) spoken to student by (1) Father:_____

Language(s) spoken by student to (2) Mother: _____

Siblings: _____

Other relatives:_____

A.4. Father's occupation:_____ Education:_____

Mother's occupation:_____ Education:_____

Parent's proficiency in English: Mother: _____ Father:_____

A.5. Has any other family member had any language and/or learning difficulty: Y N

Please explain: _____

A.6. Trips to country of origin (indicate length of stay where applicable): _____

_____

B. PARENT/FAMILY OBSERVATIONS ABOUT THE STUDENT:

B.1. Does your child have problems following directions?	Y	N
B.2. Does your child have problems understanding what you say?	Y	N
B.3. Do you have problems understanding your child?	Y	N
B.4. Does your child relate ideas in sequence?	Y	N
B.5. Does your child express events that will be happening?	Y	N
B.6. Does your child express events that might happen (predict)?	Y	N
B.7. Is your child told stories?	Y	N
B.8. Do you comment about what you read or tell your child?	Y	N
B.9. Do you and your family read? Please specify what:_____	Y	N

PARENT INTERVIEW QUESTIONNAIRE

B.10. Please specify your child's interests:_____ Y N
B.11. Does your child have behavior problems? Y N
B.12. Does your child have difficulties in making friends? Y N
B.13. Does your child have difficulty in learning new concepts? Y N

C. SCHOOL HISTORY:

C.1. Was your child in school in your home country? Y N
Please explain:_____
C.2. Any problems observed? Y N
Please explain:_____
C.3. Grade attained:_____
C.4. Has your child attended pre-school in the U.S. or in your home country?
Y N
Please explain: _____
C.5. Have there been any school attendance problems? Y N
C.6. Have you had to move frequently? Y N
Please explain: _____

D. HEALTH AND DEVELOPMENTAL INFORMATION:

D.1. Problems with vision? Y N
D.2. Problems with hearing? Y N
D.3. Problems with allergies? Y N
D.4. Any significant allergies? Y N
D.5. Any hospitalizations? Y N
D.6. Medications in the past or present? Y N
D.7. Any difficulties in learning to walk? Y N
D.8. Any problems in learning to talk? Y N
D.9. Any problems while mother was pregnant or at time of delivery? Y N
D.10. Indicate location of delivery: home, hospital, clinic. (Circle one.)
Birth weight:_____
Please explain if answer is *yes* for any of the above questions:_____

_____

_____

Please describe a typical day for your child (e.g. What does he/she do, what does he/she play with? _____

_____

ADDITIONAL COMMENTS:_____

_____

_____

Source: Langdon, H. W. with Cheng, L. L. R. (1992). *Hispanic children and adults with communication disorders: Assessment and intervention*, (pp. 222-223). Gaithersburg, MD: Aspen Publishers.

QUESTIONNAIRE FOR TEACHERS

Please check all the areas that apply to the student whom you are referring. Indicate the language(s) where you note a difficulty. Thank you.

		(Spanish)	(English)
1.	Frequently chooses to play alone.		
2.	Usually is quiet.		
3.	Chooses to sit in areas outside the mainstream of activity (i.e., in the back of the room).		
4.	Frequently fails to follow directions, needs repetition.		
5.	Listens, but does not seem to comprehend.		
6.	Appears to hear some things but not others.		
7.	Has trouble retaining information.		
8.	Frequently misunderstands words.		
9.	Gets nervous when asked to respond orally.		
10.	Avoids speaking during "sharing" time.		
11.	Rarely volunteers to answer questions in class.		
12.	Prefers to speak to friends in _____.		
13.	Rarely asks for clarification.		
14.	Frequently speaks in words or short phrases.		
15.	Speaks in incomplete sentences.		
16.	Gives inappropriate responses.		
17.	Uses inappropriate vocabulary to express ideas.		
18.	Has difficulty recalling words (hesitates, pauses).		
19.	Is unable to tell a story in sequence.		
20.	Draws attention to self by speech.		
21.	Speaks in a way that is unclear and is difficult to understand.		
22.	Omits or substitutes sounds in words.		
23.	Speaks in extremely loud or soft voice.		
24.	Stutters or stammers frequently.		
25.	Has a "raspy" or "hoarse" voice.		

Source: *Communication Assessment of the Bilingual-Bicultural Child,* (p. 269) by J. G. Erickson and D. R. Omark, 1981, Baltimore, MD: University Park Press. Copyright 1981 by J. G. Erickson and D. R. Omark. Adapted by permission.

Source: Langdon, H. W. with Cheng, L. L. R. (1992). *Hispanic children and adults with communication disorders,* (p. 221). Gaithersburg, MD: Aspen Publishers.

COGNITIVE-ECOLOGICAL-FUNCTIONAL QUESTIONNAIRE

Objects needed:
Five crayons (red, yellow, blue, black, white), one long, one broken, one bigger; a picture with just a face; a picture of body parts; a blank piece of paper; two cups, one with some water; clay.

Questions for the Child.

1. What is your name?_____
2. How old are you? _____
3. When is your birthday? _____
   What grade are you in?_____ What is the name of your teacher?_____
4. Where do you live? _____
5. Do you know your telephone number? _____
6. Do you have brothers and sisters?_____ Tell me about them._____
   _____
7. Who do you live with? _____
8. What does your daddy do? _____
9. What does your mommy do? _____
10. Do you have friends? _____
11. What are their names?_____
12. What is your favorite toy?_____ Tell me about it. _____
13. What is your favorite game? _____
14. What is your favorite food? _____
15. What is your favorite TV show?_____
16. What is your favorite story?_____ Tell me about it._____
17. What is your favorite book?_____ Tell me about it._____

Produce crayons.

18. Which one is bigger? _____
19. Which one is broken?_____ Which one is longer?_____
20. Which one is red?_____ yellow?_____ blue?_____
    black?_____ white?_____
21. Give me two_____ three_____ five_____ one_____ four_____
    Make two groups, 1 and 4. Which one has more?
22. What are they for? _____

COGNITIVE-ECOLOGICAL-FUNTIONAL QUESTIONNAIRE

Produce paper.

23. Draw a house for me._____

24. Draw a man for me. _____

Produce a picture of a face.

25. Look at this picture. What is missing?_____

    Can you draw the parts on?_____

Produce a picture of a person.

26. Can you name the parts of the body?_____

27. Show me your left hand _____ right hand_____

Produce cups.

28. What is this for?_____ What is in this cup?_____

Pour the water from one cup to the other.

29. Which one has more water? _____

30. Put the crayons in front of the__(object)__; on top of the__(object)__

Produce clay.

31. I am going to make a ball. Can you make a ball?_____

    I am going to make a snake. Can you make a snake?_____

    Tell me how you can make a snake._____

Source: Cheng, L. L. R. (1987). *Assessing Asian language performance.* Gaithersburg, MD: Aspen Publishers.

LANGUAGE USE INVENTORY - LEVEL 1

Name _____ Teacher _____

School _____ Date _____

Read the items on the left of the questionnaire and then mark your response by placing a check mark (√) in the English column or the Spanish column.

Do not erase the answers.

	Spanish	English
1. What language do you speak at home?	1. _____	_____
2. What music do you prefer?	2. _____	_____
3. When you dream, what language is spoken in your dream?	3. _____	_____
4. When you are with your friends away from home, what language do you speak most of the time?	4. _____	_____
5. What language do you speak with your friends around school?	5. _____	_____
6. What movies do you prefer to see?	6. _____	_____
7. What radio stations do you prefer to listen to?	7. _____	_____
8. When your mother calls you, what language do you answer in?	8. _____	_____
9. When you argue with your brothers and sisters, what language do you use?	9. _____	_____
10. If you see a cute baby, do you talk to the baby in English or in Spanish?	10._____	_____

Compiled by: Marsha Clark, Program Specialist, SELPA II, and Henriette W. Langdon, Ed.D., 1990.

INVENTARIO DE USO DEL LENGUAJE — NIVEL 1

Nombre _____ Maestra _____

Escuela _____ Fecha _____

Lee las preguntas en el lado izquierdo del cuestionario y luego marca tu respuesta poniendo un bien (√) en la columna de ingles o en la columna de español.
No borres ninguna contestación.

	Español	Inglés
1. ¿Qué idioma hablas en tu casa?	1. _____	_____
2. ¿Qué música te gusta más?	2. _____	_____
3. ¿En tus sueños, qué idioma habla?	3. _____	_____
4. ¿Cuando estás con tus amigos fuera de casa, qué idioma hablas?	4. _____	_____
5. ¿Qué idioma hablas con tus amigos en la escuela?	5. _____	_____
6. ¿Qué películas prefieres?	6. _____	_____
7. ¿Qué estaciones de radio te gustan más?	7. _____	_____
8. ¿Cuando tu mamá te llama, en qué idioma le contestas?	8. _____	_____
9. ¿Cuando discutes (alegas) con tus hermanos o hermanas, qué idioma usas?	9. _____	_____
10. ¿Cuando le hablas a un bebito lindo lo haces en inglés o en español?	10. _____	_____

Compiled by: Marsha Clark, Program Specialist, SELPA II, and Henriette W. Langdon, Ed.D., 1990.

INTEREST FINDERS

1. What three wishes I would choose first: _____

   _____

2. The nicest thing that ever happened to me: _____

   _____

3. Things I like to think about: _____

   _____

4. What I like best in school: _____

   _____

5. What I like or dislike most at school: _____

   _____

6. What I like best outside of school: _____

   _____

7. What I want to be or do when I grow up: _____

   _____

8. The most interesting thing I have done at school during the past week or so:

   _____

9. What I did last Saturday: _____

   _____

10. One of the happiest days in my life: _____

    _____

11. My three best friends in my room (boys or girls): _____

    Why? _____

    _____

Compiled by: Marsha Clark, Program Specialist, SELPA II, and Henriette W. Langdon, Ed.D., 1990.

LANGUAGE SAMPLE (ORAL/WRITTEN)

Name: _____

Date: _____

School: _____

Answer the following as completely as possible.

1. Tell a few things about yourself.

_____

_____

_____

_____

_____

_____

2. Tell all you can about *one* of the following:
   a. A time you almost got caught.
   b. A time when you were scared.
   c. The thing you want to do most in the world.
   d. Somebody who means a lot to you.
   e. The thing you want to own most in the world.

_____

_____

_____

_____

_____

_____

_____

OBTAINING A LANGUAGE SAMPLE

From a pre-school or elementary school child or student:

Use puppets and toys, guiding the conversation to create certain situations:

- Use a toy car and speculate where it might go. Then imagine what might happen if it had a flat tire.
- Create a scene from a birthday party.
- Use a doll house and comment about what is happening.
- Use broken toys to enhance a dialogue.

Ask the child what he/she did that same day or the day before; inquire about the child's family, favorite pastimes or toys.

Ask the child if he/she knows a story or wants to retell something seen on TV. If the child cannot, read a story aloud and ask the child to retell it to another child or a puppet. With upper elementary school children, use wordless books.

Request that the child explain the rules of a favorite board game or sport. If the child cannot, explain one and have the child explain it to another child.

Play barrier games to determine how the child follows and gives directions.

Ask the child to explain how he/she performs different actions, such as the following:

- Preparing a sandwich.
- Wrapping a present.
- Sending a letter.
- Using a telephone. Using the object might enhance language use.

From an older student or client:

Older students may participate in the same activities but they are requested to provide definitions of words. Through the I/T the client may be asked to tell a joke or a riddle.

- ✓ Ask the student to explain the rules of his/her favorite sport.
- ✓ Request comments about a TV show or a movie.
- ✓ Ask definitions of words such as temperature, peace, invisible, promise or inform.
- ✓ Ask what the student would do if he/she were invisible, had won the lottery or had all the power in the world.
- ✓ Determine how the student would persuade a parent to let him/her take the family car to a party or persuade a friend to order a particular type of pizza.
- ✓ Inquire about the student's plans upon graduation from high school. How will he/she accomplish those plans?
- ✓ Analyze the way in which the student retells the content of a story read aloud.
- ✓ Request that the student make up a story using a wordless book.
- ✓ A similar format could be used for an older client but with a greater focus on the client's interests, occupations and experiences.

Source: Langdon, H. W. with Cheng, L. L. R. (1992). *Hispanic children and adults with communication disorders: Assessment and intervention,* (p. 217-218). Gaithersburg, MD: Aspen Publishers.

INFORMAL ASSESSMENT OF READING AND WRITING SKILLS

Area	Beginning	Secure	Date SP	Date EN
Book Awareness.				
Listens to stories.				
Looks at books as a self-initiated activity.				
Holds the book right side-up.				
Turns pages in sequence.				
Recognizes where print begins on page.				
Recognizes where print ends on page.				
Moves eyes and finger across the print while attempting to read.				
Print and Word Awareness.				
Point to letters in words.				
Tracks to find a word.				
Points to a word according to length (more syllables, then longer word).				
Recognizes common words in stories.				
Talks about own reading ("that's dog, and it starts like my name David").				
Uses phonetic cueing with familiar words.				
Transfers reading behavior from known to unknown ones.				
Attempts to read the selection.				
Knows which words are in Spanish and which ones are in English.				
Reading Patterns.				
Reads familiar predictable texts.				
Reads unfamiliar pattern texts.				
Reads familiar unpatterned texts.				
Reads a variety of texts.				
Reads for enjoyment.				

INFORMAL ASSESSMENT OF READING AND WRITING SKILLS

Area	Beginning	Secure	Date SP	Date EN
Literary Genres Preferred by the Student.				
Legends.				
Fantasy, fairy tales.				
Fiction.				
Biographies.				
Classic books.				
Poems.				
Plays.				
Reading Strategies.				
Self-corrects (report in percentages).				
Types of errors: semantic				
syntactic				
Reading Comprehension.				
Recalls main idea.				
Recalls details.				
Can list events in the story.				
Understands cause and effect.				
Can relate ideas to own experiences.				
Can discuss how idea relates to other persons' experiences.				

SP = Spanish; EN = English. Circle what student can do and date; use a different color pen for each language.

Source: From "Predictable Literature Selections and Activities for Language Arts Instruction" by G. Heald-Taylor, 1987, *The Reading Teacher*, 17, pp. 7-12. Reprinted with permission of the International Reading Association.

INFORMAL ASSESSMENT OF READING AND WRITING SKILLS

Area	Beginning	Secure	Date SP	Date EN
Content Organization Form	Single events. Simple ideas that are not always related. Irrelevant details. No generalizations. Overuse of "and" and "then." Omitted punctuation.	Sense of story noted. Relevant details provided. Purpose of writing clearly stated. Variety in sentence length and structure. Correct punctuation.		
Vocabulary	Use of general nouns (e.g., man, thing) and verbs.(e.g., want, have).	Precise vocabulary. Concise expression of ideas with no excess of words.		
Spelling	Omission, addition of letters.	Correct spelling.		
Handwriting	Poor letter formation. Erasures. Illegible writing. Slow and laborious. adequate.	Readable text. Neat, carefully done. Spacing in letters and paragraphs		

SP = Spanish; EN = English. Circle what the student can do and date; use a different color pen for each language.

Source: Information from *Evaluating and Improving Written Expression,* (pp. 12-13) by J. Hall, 1981. Boston: Allyn and Bacon.

SP (Spanish) can be replaced by any other language being tested.

Source: Langdon, H. W. with Cheng, L. L. R. *Hispanic children and adults with communication disorders: Assessment and intervention,* pp. 212-214. Gaithersburg, MD: Aspen Publishers.

Appendix B.
Role Playing Activities

Teaming During Conferences

Two role-playing activities are used to practice teaming with an I/T in conferences. The first activity is to gather further information from the parent/family. The second is to inform the parent/family of assessment results and recommendations for intervention.

- Divide the participants into groups of five or six persons.
- Assign three roles: parent, specialist and I/T. Others can be observers.
- Distribute the case history assessment results and recommendations for intervention.
- Remind groups to follow the three basic steps (briefing, interaction and debriefing).
- Observers take notes on the activity. Alternately one observer takes notes while the other fills out the critique sheet of the conference.
- Group selects a recorder and spokesperson. The activity should last approximately 45 minutes.

When the activity is concluded, organize a whole-group activity where each group shares its observations.

If more than one language group can be formed (e.g., Spanish, Vietnamese, Pharsi, Arabic) request that one observer from each group switch to another language group and then go back to the original group. This person records:

- Any differences observed in body language? Any differences observed in length in translation — did it take more time in Spanish or in any of the other languages? Why? Was it the nature of the language, the individual differences of the team or cultural differences?
- Did the interpreting proceed more smoothly in any one language? Why?

Gathering More Information from the Parent/Family

Date of referral: Oct. 3,1992 Client's age: 9-3

The following information was gathered from the cumulative record folder, teachers' comments and observations. A parent/family conference is needed to supplement the missing information.

P., who is predominantly ( )* speaking, was referred for assessment to determine eligibility for educational assistance. P.'s progress in acquiring English and academic skills has been slow compared to other youngsters of similar linguistic and cultural backgrounds. P. arrived from ( )** two years ago. In P.'s home country, P. had been enrolled in first grade before emigrating to the United States.

P. always has been enrolled in exclusively English-speaking classes. P. receives daily English as a second language (ESL) instruction and receives additional tutoring twice a week

* Fill in appropriate language.
** Fill in appropriate place of origin.

for a total of one hour from a bilingual tutor. P.'s teacher has tried to modify assignments and pair P. with another student who speaks some of P.'s language, but P. has had difficulty catching on. Math seems to be P.'s strongest subject. When P. entered the school, P.'s bilingual syntax measure (BSM) score in English was two. A reassessment was done and P. received a score of three. P. has older siblings who have long since graduated from high school. P. has difficulty attending and is easily distracted. P. has difficulty with instructions even in the primary language as observed by P.'s tutor.

The school psychologist, who is monolingual, observed P. in the classroom and on the playground. A few informal tasks indicated P. has difficulty understanding what is expected of him even when repetitions and demonstrations are offered. He has difficulty retaining words and concepts. For example, the psychologist tried to teach P. some vocabulary words related to his favorite subject (wild animals) and P. could not retain them. Very few other students in the school speak P.'s language. P. is friendly with one of them. Very limited verbal interaction has been observed between the two youngsters.

No health or developmental problem is indicated in the cumulative record folder. P. passed the school hearing and vision screening done recently.

Group activities

1. Decide as a group on five or six questions that the education team could ask P.'s parent. Make a note of this.
2. Interview the parent; try to follow the suggestions offered in the workshop.
3. Discuss which aspects came naturally and which were more difficult during the I/T process. How would you improve your technique next time?

Reporting Assessment Results and Recommendations to the Parent/Family

Academic Performance: J. is an 11-year-old boy enrolled in fifth grade. Although he can read in English, he has a difficult time recognizing and understanding abstract words such as "recently," "convenient" and "illumination." Therefore he has problems understanding what he reads and his performance in social studies and math is low. He can read pattern books easily but has more difficulty with unpatterned texts. He does not always correct himself. He can recall main ideas if he understands the text but has difficulty with details. At this time his reading comprehension is closer to that of a second grader than a fifth grader.

J. can write simple sentences but he makes many errors. He can write some simple ideas but they are not always related. Some of his spelling errors are phonetic but others have no particular pattern. He does not always follow punctuation rules. His letter formation is very good, but he writes very slowly and therefore he takes a great deal of time to complete written assignments.

Social/Emotional — Classroom Performance: J. is well liked by his peers. He pays attention in class. J. tries hard but has difficulty with directions. When he does not know something, he sits quietly instead of asking for help. J. has two friends who speak his language but their verbal interaction is limited even in unstructured situations.

Cognition: J.'s cognitive skills were assessed by a monolingual psychologist assisted by Mr. S., an interpreter. A Bender and Leiter test as well as some Piagetian tasks were

administered. Although no scores can be reported given the test conditions, the psychologist's impression is that J.'s cognitive skills are within the average range. Some visual, perceptual and auditory memory difficulties were noted.

Speech and Language: J. was evaluated by a monolingual speech and language specialist with an I/T. A language sample using various topics indicated J. could communicate, but his ability to provide more details was limited. This also has been observed by his family. Although J. could use language to verbalize his needs and preferences, and to describe and to deny, he could not use language to provide explanations, hypothesize or provide details of events. His syntax and grammar were adequate, as were his articulation skills. Vocabulary was observed to be limited even in his native language. He could not understand some of the words used by the I/T, and his family confirms this observation. His ability to follow directions was poor when he needed to remember more than two sequences, and this also was observed by other assessment team members. Repetition and visual clues were helpful in enhancing his performance. Assessment in English yielded similar observations. A language proficiency test in English indicated he is performing at level four in English. Overall, in English he has fairly good comprehension as long as the information does not require recall of details; he can use simple sentences, but his expressive vocabulary is limited. His pronunciation is adequate but his intelligibility is lower in connected speech as he tries to express his ideas.

Recommendations: J.'s language and learning difficulties do not appear to be caused by the second-language acquisition process. He is eligible for special education. J. should receive assistance from the resource program, and consultation from the speech and language specialist. Because J.'s instruction has been in English (ever since he entered school), it is recommended that assistance be provided in English. His parents will be offered suggestions on how to help him develop his language skills in the native language.

Some of the recommended goals are:

- When J. needs to follow instructions, he will verbalize them before carrying them out.
- J. will be helped to write a story on a particular topic following each unit reviewed in class and will illustrate it. He will make a book, take it home and read it to his family. He will write at least three stories a week.
- J. will start a word bank and will practice writing sentences using those words.
- After reading a text at his comfortable reading level, J. will relate at least three or four ideas to another child who is not familiar with the content of the story or book. His presentation will be taped and transcribed with the assistance of the aide or an older student.

Group Activities

1. The education team member shares these results with the parent. Note what went well in the process and what could be improved in the future.
2. The parent tries to challenge the education team member with reasonable questions.

NOTES TAKEN BY THE GROUP RECORDER

1. What went well in your group?

2. What seemed difficult and why?

3. What improvements would you make for the next time you team with an I/T?

4. Overall impressions:

Teaming During Assessment

Two role-playing activities are used to practice teaming with an I/T in assessing the client. The first activity is to practice parts of a test in a primary language. In this case, the Test de Vocabulario en Imágenes Peabody (TVIP), the Spanish equivalent of the Peabody Picture Vocabulary Test (PPVT), is used. The second is using an ecological questionnaire such as the one listed on p. 58.

- Divide the participants in groups of five or six persons.
- Assign three roles: client, specialist and I/T. Others can be observers.
- Distribute the ecological questionnaire developed by Cheng or suggestions on obtaining a language sample (p. 64). One of the observers takes notes while another critiques the assessment session.

Follow the same steps as for role-playing sessions when teaming with an interpreter during parent/family conferences (see the previous discussion).

The group's spokesperson shares the group's impressions with all the participants.

When a Test Exists in the Primary Language

Distribute the test kit to the group members for their review of the protocol to follow. Following administration of the test, the education team member discusses with the I/T what happened during the testing and how the client responded. Assume the client is 14 years old.

During the briefing, the education team member explains to the I/T the purpose of the test, the test administration procedures, the validity and reliability data, and the concept of not altering the test in any fashion, as well as explaining the scoring method. Some leading questions can be: What are the test words, and how does the client need to respond? Can the word be repeated if the client does not respond?

The education team member scores the test and makes a statement about how this test was helpful in determining the client's comprehension of vocabulary.

Group Activities

1. Select 10 words from the list and discuss how appropriate they would be for testing a child speaking Spanish in your community.
2. Prepare the client to make some incorrect responses.
3. The I/T and the education team member take notes.
4. Discuss the testing process: What went well and why? What areas of the process need improvement?
5. Discuss how to report the results of the test.

When a Test Does Not Exist in the Primary Language

Refer to the ecological questionnaire shown previously (p. 58) or the language sample procedures (p. 64) shown earlier. Ensure that the group has all the needed materials (pencils, objects, pictures and so on). Suppose that the client being tested is 7 years old.

The education team member reviews the information contained in the questionnaire with the I/T. Discussion centers on strategies that allow the client to respond with greater success when needed (e.g., repetition, cueing). In the debriefing portion of the session, consider the following questions:

- Can the client follow oral directions?
- Does the client need more time to respond?
- Does repetition enhance the client's performance?
- Is the client easily distracted? How attentive is he/she?
- Does verbal cueing assist the client in recall or expression?
- Can the client learn new concepts easily? Assume the client is not familiar with a concept. Teach it in the beginning of the session, then check for retention in the middle or toward the end of the session.
- With which concepts are the client familiar?
- Are the client's skills at self-expression adequate? For instance, are responses appropriate? Is the syntax correct? Consider articulation skills, voice quality and other attributes as appropriate.
- Do the client's responses tell something about his/her experience?
- Following the debriefing session, what other information could be included to learn more about the client's ability?

CRITIQUE OF THE ASSESSMENT SESSION

Briefing	**Please circle one**	
1. Purpose of the assessment is reviewed.	Yes	No
2. Procedures to follow are reviewed.	Yes	No
3. Use of gestures, voice patterns, and other body language that might cue the client are discussed.	Yes	No
4. The I/T is reminded to write down all the relevant information.	Yes	No
Interaction		
1. Education team member is present.	Yes	No
2. I/T asks questions immediately as needed.	Yes	No
3. Education team member takes notes.	Yes	No
Client		
1. Uses appropriate body language.	Yes	No
2. Has difficulty with language skills (excessive words, hesitations, pauses, response delays, reauditorization).	Yes	No
3. Uses gestures in relation to communication.	Yes	No
4. Needs repetition.	Yes	No
5. General behavior problems (perseveration, short attention span, distractibility).	Yes	No
I/T		
1. Uses appropriate body language.	Yes	No
2. Uses excessive words or instructions.	Yes	No
3. Reinforcement.	excessive	insufficient
4. Cues or prompts the client.	Yes	No
5. Takes notes.	Yes	No
Debriefing		
1. Client's responses are reviewed.	Yes	No
2. I/T relates what the client should have said or what the client did not say.	Yes	No
3. Any difficulties in the process are reviewed.	Yes	No

Appendix C.
Assertiveness Training

The Importance of Teamwork

During the training it has been mentioned several times that the role of the I/T is very important in teaming up with the education team member. It also has been mentioned that the ultimate responsibility of the entire process lies in the hands of the education team members. Thus, the I/T's role appears to be somewhat shadowed by the work of other team members. Most often, however, this work could not have been carried out without the assistance of the I/T. Yet this individual may not "feel equal" to the persons he/she is working with. The I/T should be able to express opinions without appearing aggressive. A wealth of information is available about the student's culture, language and performance that the I/T can convey to the education team members. The important point to keep in mind is that the I/T and the education team member need to work as a united team: Their main goal is to assess the client's skills and convey or obtain important information to or from the client's parents and family.

Assertive Communication

Assertive communication has three main purposes:

1. It enables a person to state a message in a direct, honest and appropriate manner, thereby not violating the human rights of others.
2. It enhances self-esteem.
3. It keeps the lines of communication open.

Basic Definitions of Communication Styles

Three basic communication styles are non-assertive, aggressive and assertive.

- *Non-assertive:* Behavior characteristics include not expressing feelings, needs and ideas thus ignoring one's own rights and allowing others to infringe on them. This is emotionally dishonest, indirect, inhibiting and self-denying. The non-assertive person allows others to choose for him/her. The result is anxiety and disappointment with a possible build-up of anger and resentment.
- *Aggressive:* Behavior characteristics include expressing feelings, needs and ideas at the expense of others, ignoring the rights of others, trying to dominate and even humiliate. This is defensive, hostile and self-defeating. This can result in feeling angry, self-righteous and possibly guilty.
- *Assertive:* Characteristics include expressing feelings, needs and ideas, and standing up for legitimate rights in ways that don't violate the rights of others. This is emotionally honest, direct, expressive and self-enhancing. The assertive person makes choices, is usually confident and feels good about him/herself.

Activities

1. Further elaboration on each of the communication styles can be found on p. 78.
2. To review how I/Ts feel about their experience, fill out the Assertiveness-Self Assessment Questionnaire and the Assertiveness Evaluation (pp. 79, 80).
3. A further application may consist of viewing the video and filling out the Video Evaluation (p. 81). (Refer to page 32.)

	NON-ASSERTIVE	AGGRESSIVE	ASSERTIVE
	(I'm not OK)	**(You're not OK)**	**(OK-OK)**
Verbal	Apologetic words. Hidden meanings. Failure to come to the point. At a loss for words. Failure to say what you really mean: "I suppose," "you know."	Demanding words. Accusations. Name calling. "You" messages that blame or label.	Statement of wants. Honest statement of feelings. Objective words. Direct statements that say what you meant. "I" messages.
Non-verbal **A. General**	Actions instead of words, hoping someone will guess what you want. Looking as if you don't mean what you say.	Exaggerated show of strength. Sarcastic style. Air of superiority.	Attentive listening behavior. Assured manner, communicating, caring and strength.
B. Specific • **Voice**	Weak, hesitant, soft, sometimes wavering.	Tense, shrill, loud, shaky, cold, demanding. "Deadly quiet." Superior, authoritarian.	Firm, warm, well-modulated, relaxed.
• **Eyes**	Lacks eye contact, downcast, teary, pleading.	Expressionless, narrowed, cold, glaring looks; not really seeing you.	Open, frank, direct eye contact but not staring.
• **Stance and Posture**	Lean for support, stooped; excessive head nodding.	Hands on hips, feet apart, stiff and rigid; rude.	Well-balanced, straight on, relaxed.
• **Hands**	Fidgety, clammy.	Clenched; abrupt gestures, finger pointing, fist pounding.	Relaxed motions.

Adapted with permission from: *The New Assertive Woman*, by Lynn Z. Bloom, Karen Coburn and Joan Pearlman. New York: Delacorte Press, 1975.

ASSERTIVENESS SELF-ASSESSMENT

Do you feel and act assertive in your professional interactions with school personnel (e.g., psychologists, administrators, speech and language specialists) who may use you for interpretation/translation.

To find out, circle the answers to the following statements:

1.	I feel comfortable and at ease at a conference with education personnel.	Yes	No
2.	I ask questions if I don't clearly understand what I am being requested to interpret.	Yes	No
3.	I feel that my opinions are respected by the education team.	Yes	No
4.	I will not interpret something that would be considered culturally inappropriate or offensive to a language-minority parent and I will explain why to the person making the request.	Yes	No
5.	I tell others at a meeting that I am pleased with or appreciate their efforts.	Yes	No
6.	I feel that I am entitled to the resources, services and suppport necessary to do my job and to meet the needs of the child.	Yes	No
7.	I feel that I can provide services that can increase the school's effectiveness in working with culturally diverse children.	Yes	No
8.	When I am asked to interpret for a conference and have not yet had a chance to prepare, I make specific requests to be given ample time to learn about what will be involved in the conference (e.g., my role, participants' roles, materials I will need to translate).	Yes	No

Identify times when you have felt or acted in a non-assertive manner.

_____

_____

_____

_____

ASSERTIVENESS QUESTIONNAIRE

As you practice assertive behaviors, use the following checklist. Be tough on yourself, because the process will help you achieve your goal.

Ask yourself:

- Did I say what I really wanted to say assertively?
- Was I direct?
- Did I stand up for my own rights without infringing on anyone else's?
- Were my facial expressions consistent with what I intended?
- Was my posture appropriate?
- Was my voice strong and calm?
- Did I feel good afterward?

Adapted from an assertion inventory originally written for parents in: Markel, C.P. and Greenbaum, J. *Parents are to be seen and heard: Assertiveness in Educational Planning for Handicapped Children.* San Luis Obispo: Impact Publishers, 1979. (Courtesy of Heather Kaney, SERN/Transitions Task Force.)

VIDEO EVALUATION

Assertiveness Please rate the following statements as:		**Evaluation**	
	H (high)	A (average)	L (low)
1. Did the I/T say what she really wanted?	H	A	L
2. Was she direct?	H	A	L
3. Did she stand up for her own rights without infringing on anyone else's?	H	A	L
4. Were her facial expressions consistent with what she intended?	H	A	L
5. Was her posture appropriate?	H	A	L
6. Was her voice strong and calm?	H	A	L
7. Did she feel good afterward?	H	A	L
8. How would you rate this person's general assertiveness?	H	A	L

Would you like to feel you can project yourself like this person? Explain why or why not.

_____

_____

_____

_____

Appendix D.

Sample Agendas

Workshop Agendas

Agendas for training vary according to the participants' needs. It is suggested that the audience be composed of teams from the same school district or the same school, depending on the situation. The team always should include the person serving as the I/T for that district or school.

Ideally, the initial training lasts at least one to two days. It may be conducted within two consecutive days or on two different days within a two- to four-week period to allow for continuity. Follow-up one- to two-hour sessions within a year might be helpful to review the participants' effectiveness in working with I/Ts.

The information presented centers around the roles of the I/T and the education team members in the interpreting process, with applications in gathering or sharing information to the client's parents or family. It also includes teaming with the I/T in assessing the client. Some sample agendas follow.

One-Day Workshops

Morning: 3 hours		
1 1/2 hours:	Rationale	(p. vii)
	Characteristics of I/Ts in other fields	(p. 26)
	Introductory activity	(p. 27)
1 1/2 hours:	Content of Sections 1 and 2 of the manual	
	Follow suggestions given	(p. 28)
	Review the process	
Afternoon: 2 hours		
1 hour:	Critique of the video	(p. 33)
1 hour:	Role-playing (conferences)	(p. 69)

Two-Day Workshops

Same format for first day as described above

Second day morning: 3 hours

1 1/2 hours	Cultural considerations	(p. 43)
	Assertiveness training	(p. 77)

Although the assertiveness training pertains to the I/T primarily, team members also may review the information.

1 1/2 hours	Roles of the team members	(p. 8)
	Assessment: What is the essence?	(p. 8)

Briefly delineate each role for all participants. Discuss the pros and cons of assessment teaming with the I/T (this is a review of what had been said the day before as it relates to the assessment process).

Afternoon: 2 hours

1 1/2 hours	Role play in assessing the client	(p. 73)
30 minutes	Summary of important points	
	Follow-up as requested by participants	

Appendix E.
Review Exercises

Translation Practice

- Distribute the following list of paragraphs, dictionaries or word translation lists along with the group notes for the translation exercise.
- Divide the participants into pairs. Attempt to have two or three sets of grouped pairs working on the same paragraphs for each language represented, if possible.
- Each pair working on the same language translates the same three paragraphs.
- After the activity ends, compare the translation of one paragraph by asking one of the participants to write it on the board. Discuss similarities and differences with those working on the same language. Discuss similarities and differences across languages if working on more than one language.

Practical Terms

Paragraphs

Using a dictionary or other means (lists of words), translate three of the following paragraphs as assigned by the trainer.

1. The purpose of P.L. 92-142 is to offer a free, appropriate education to any individual ages 0 to 21 who has exceptional education needs.
2. The individual's handicap may be identified, for example, as mental retardation, speech and language impairment, deaf-blind, or as a specific learning disability.
3. The purpose of bilingual education is to work on English language development while teaching academics in the primary language to sustain achievement and to help increase self-image and cross-cultural understanding.
4. When a new student is enrolled in a school, his/her parents should fill out a home language survey to determine his/her primary language.
5. Three oral proficiency tests officially have been adopted by the State of California. However, no single test should influence the placement of a student in a particular program.
6. Communicatively handicapped students are those students who have a primary problem in either the processing or in the expression of language.
7. Parents should be notified in writing about the results of assessments both in special and bilingual education. In either case, the parent has the right to withdraw the child from the program.
8. An individualized education program (IEP) can be implemented only after the parent has given his/her written consent for the program and placement.

9. Bilingual classes may be conducted in a variety of ways, using varying methodologies such as preview-review, alternate days or concurrent translation. This may account for the variety of results concerning the advantages of bilingual education.
10. The IEP and the progress of a limited English proficient (LEP) student enrolled in a bilingual program should be reviewed annually. The parent should be informed of the progress of the child.
11. A student should receive special education in the least restrictive environment possible within a regular school campus.
12. The use of an interpreter should be listed in the assessment plan and should be taken into account in interpreting testing results.

ROLES AND RESPONSIBILITIES OF THE SPECIAL EDUCATION TEAM AND INTERPRETER/TRANSLATOR

1. What are the main roles of an interpreter/translator (I/T) in the educational field?

   _____

2. What is the difference between interpreting and translating?
   Which process is used in the educational field?

   _____

3. Which is easier, interpreting or translating? Why?

   _____

4. From what fields can I/Ts be recruited?

   _____

5. What is the worst and best choice for selecting an I/T?

   _____

6. What are helpful questions to ask a prospective I/T?

   _____

7. List examples of sociocultural and linguistic-based information with which the I/T should be familiar.

   _____

8. What qualifications should the I/T have?

   _____

9. What information should I/Ts receive from the education team member?

   _____

10. What personal references should the I/T have to make his/her job easier?

    _____

THE INTERPRETING PROCESS

1. List several factors that facilitate the dynamics of interpreting.

   _____

2. What are the three basic steps that need to be followed in working with an I/T?

   _____

3. What is the role of the education team member during parent/family conferences?

   _____

4. What information should the I/T and education team member discuss during briefing: a) before a conference; b) before an assessment?

   a) _____

   b) _____

5. What is the role of the education team member when teaming with an I/T to assess a client?

   _____

6. List several strategies that can be observed in a client during testing. Would you report scores? Why or why not?

   _____

   _____

   _____

7. List several ways in which the education team member can assist the I/T during conferences.

   _____

   _____

   _____

8. What kind of changes or errors can I/Ts make during interpretation? Why?

   _____

9. How can the education team member know if the I/T is making errors?

   _____

10. How can an I/T improve his/her skills?

    _____

REVIEW EXERCISES - SPECIAL EDUCATION

Please complete the following statements:

1. Students whose educational needs are caused primarily by unfamiliarity with _____ are _____ individuals with exceptional needs.

2. A referral for special education services should occur _____ when the resources of the _____ education program have been exhausted.

3. All notices must be sent in the _____ language or mode of communication used by the parents at home.

4. Parents must give their consent in _ _____ before the assessments are conducted.

5. Testing materials and procedures are selected and administered so as not to be_____, culturally or sexually discriminatory.

6. Any individual aged _____ to _____ is eligible for special education services at no _____ to his/her family.

7. The testing of an LEP student requires that the assessment personnel be _____ in the student's primary language and trained to assess ethnic and _____ factors appropriate to the student being assessed.

8. If bilingual personnel are unavailable, the use of _____ is permitted but must be documented in the _____.

9. If a student is eligible for special education services, then an _____ _____ _____ is developed.

10. _____ and objectives, as well as _____ _____ _____, are specified.

REVIEW EXERCISES - SPECIAL EDUCATION CONT.

11. For individuals whose _____ language is other than _____, _____ appropriate goals and objectives must be included in the IEP.

12. The parent has the _____ to participate in the IEP. A student may not be placed in any _____ program without the parent's _____ consent.

13. The IEP team should meet at least _____ to review the student's progress and the appropriateness of the _____.

14. Some students are categorized as _____, _____, _____ for special education eligibility.

15. The IEP should be developed within _____ days from the date of a signed assessment plan.

16. Examples of less restrictive environments are _____ and _____.

17. A special day class placement is a _____ environment.

18. If a student's educational needs cannot be met in a special program within a regular school site, he/she may need a _____ _____ placement.

19. Speech and language therapy is called a _____ _____ placement.

20. A student should be given instruction in the _____ _____ environment.

REVIEW EXERCISES - BILINGUAL EDUCATION

Please complete the following statements:

1. Students who have not developed English language skills of comprehension, speaking, reading and writing sufficiently to receive instruction in English only are _____ _____ _____.

2. A _____ _____ survey must be included in the files of LEP students.

3. The designated tests to assess proficiency in English include the _____ and _____.

4. If a student is LEP, his/her proficiency in the _____ language must be evaluated.

5. Parents of LEP and FEP students must be notified of the results of _____.

6. Placement or redesignation of an LEP student into any program should not be based upon the results of only _____ test or assessment instrument.

7. Three different instructional methods that may be used in a bilingual program are _____, _____ and _____.

8. Programs for LEP students emphasize _____ _____, and promotion of a positive self-image and _____.

ANSWERS TO REVIEW EXERCISES

Special Education

1.	English	not	
2.	only	regular	
3.	primary		
4.	writing		
5.	linguistically		
6.	zero	21	cost
7.	bilingual	cultural	
8.	interpreters	assessment plan	
9.	individual	education	plan
10.	Goals	special education services	
11.	primary	English	linguistically
12.	right	special	written
13.	annually	placement	

14. Any of these: speech and language impaired, deaf, blind, physically handicapped, learning disabled, mentally retarded
15. 50
16. resource program or any designated service
17. more restrictive
18. private program
19. designated program
20. least restrictive

Bilingual Education

1. limited English proficient
2. home language
3. Bilingual Syntax Measure (BSM), Idea Oral Language Proficiency Test (IPT), Language Assessment Scales (LAS).
4. primary
5. assessment
6. one
7. Preview-review, concurrent, alternate days
8. English language development, academic teaching in the primary language, cross-cultural understanding

REVIEW QUESTIONS

1. What does *phonology* mean? _____.

2. Which education team member is best trained to assess language acquisition and communication problems? _____.

3. Reading assessments usually are carried out by the _____.

4. One example of an intelligence test is _____.

5. Obtaining a language sample is very helpful. Information can be gathered in at least three areas: _____, _____ and _____.

6. Visual perception is assessed by the _____ or the _____.

7. If a student has problems with fluency, he/she should be referred to the _____.

8. What aspects of language are considered in pragmatics? _____.

9. A learning disability exists when there is a discrepancy between _____ and _____.

10. What does *syntax* mean? Give an example _____.

REVIEW QUESTIONS

Answers

1. study of the sound system
2. speech and language specialist
3. resource specialist
4. Any of the following: WISC-R, WPPSI, WAIS, K-ABC, Stanford Binet, Leiter, or Columbia.
5. syntax morphology language use
6. resource specialist psychologist
7. speech and language specialist
8. use of language, verbal interaction (topic maintenance, sequence of ideas)
9. ability and achievement
10. word order: The girl is swimming vs. Swimming is the girl.

GLOSSARY

Achievement (*Aprovechamiento, logro*): Level of accomplishment attained in a general or specific area. *Nivel al que se ha logrado ilegar en una área general o específica.*

Adaptive behavior (*Conducta adaptativa*): Effectiveness of the individual in adjusting to the natural and social demands of his/her environment. *Eficiencia con la cual un individuo ha logrado adaptarse a las necesidades naturales y sociales de su ambiente.*

Affective (*Dominio afectivo*): Related to the emotions and feelings of a person. *Relacionado a las emociones y sentimientos de una persona.*

Aphasia (*Afasia*): Weakness or loss of the ability to give or to receive a verbal or written message. It does not have any relationship to impairment of the vocal chords, vision or hearing. *Debilidad o pérdida de la habilidad en dar or recibir un mensaje oral o escrito. No tiene ninguna relación al daño de la cuerdas vocales, la visión, o audición.*

Aptitude test (*Examen de aptitud*): A test that measures the capacity, abilities or talents for learning something. *Una prueba que mide la capacidad, habilidades, o talento para aprender algo.*

Audiogram (*Audiograma*): A chart that shows the individual's hearing capacity. The sensitivity to sounds conducted in the air and by the ear bones can be shown on this chart. *Un diagrama que demuestra como oye la persona. En ese diagrama se demuestra cómo oye la persona por medio de la conducción del aire o de los huesos.*

Audiologist (*Audiólogo/a*): A specialist who identifies and measures hearing loss. Also helps in the rehabilitation of those with hearing disabilities by recommending specific hearing aids. *Un/a especialista que idenfica y mide la pérdida de la audición. También ayuda en la rehabilitación de aquellos que tienen desabilidades de la audición recomendando los aparatos necesarios.*

Behavior modification (*Modificación del comportamiento*): A process based on the belief that every behavior is learned and, consequently, must be unlearned. One must decide specifically which behaviors should be changed and how to make the changes in a definite way. *Un proceso que se basa en que el comportamiento es algo que se aprende y por lo tanto que puede eliminarse. Tiene uno que decidir qué comportamientos tienen que cambiarse y la manera en que pueden cambiarse.*

Body image (*Imágen del cuerpo*): To be conscious of one's own body and how the body parts relate to each other and with the world. *Tener consciencia del cuerpo de uno y de cómo las diferentes partes del cuerpo se relacionan una a la otra y al mundo alrededor de sí mismo.*

Cleft lip/Palate (*Labio or paladar hendido*): A space or opening made by splitting. May occur in the lip and/or hard palate. It is a congenital condition. *Un espacio o abrertura que se creó debido a un parto. Puede ocurrir en el labio o el paladar. Es una condicion congénita.*

Cognitive ability (*Habilidad cognoscitiva*): The act or process of knowing. To think in a logical and analytical form. *El acto o proceso de saber. El pensar de una manera lógica y analítica.*

Dysfluency: (*Falta de fluidez)*: Any type of speech that is marked with repetitions, prologations or hesitations. An interruption of the flow of speech sounds. *Habla que se caracteriza por incluir repeticiones, prolongaciones, o hesitaciones. Es una interrupción en la fluidez de los sonidos.*

Fine motor coordination *(Control de músculos finos):* The ability to use minor muscular groups, such as for writing or cutting with scissors. *La destreza que se necesita en usar grupos de músculos finos como para escribir o cortar con tijeras.*

Grammar (*Gramática)*: Principles or rules for speaking or writing according to the form and usage of a language. *Principios o reglas que se usan para hablar o escribir según la forma y uso de un idioma.*

Gross motor coordination (*Control de músculos gruesos)*: The ability to use major muscular groups, such as in jumping or running. *La destreza que se necesita en usar groups de músculos grueos como para saltar o correr.*

Intelligence (*Inteligencia)*: Aggregate capacity to act purposefully, think relationally and deal effectively with the environment, especially in relation to the extent of perceived effectiveness in meeting challenges. *La capacidad integral para actuar con un próposito, de pensar en una manera racional, y de actuar de manera efectiva en el ambiente, especialmente en relación con el grado de eficiencia necesaria para confrontar ciertos retos.*

Language (*Lenguaje)*: Any accepted structured, symbolic system for interpersonal communication composed of sounds arranged in ordered sequence to form words with rules for combining those words into sequences that express thoughts, intentions, experiences and feelings. Composed of phonological, morphological, syntactical and semantic components. *Cualquier sistema estructurado y simbólico que se haya aceptado para mediar la comunicación entre personas. Está compuesto de sonidos organizados en una cierta secuencia para formar palabras con reglas para combinar esas palabras en secuencias que expresan pensamientos, intenciones, experiencias, y sentimientos. Compuesto de elementos fonológicos, morfológicos, syntácticos, y semánticos.*

Modality (*Modalidad*): The way to acquire or receive sensations. Visual (sight), auditory (hearing), tactile (touch), olfactory (smell) and gustatory (taste) are the common senses. *La manera en que se adquiere y recibe sensaciones. Los sentidos son el visual (vista), auditivo (audición), táctil (tacto), olfactorio (olfato) y gustativo (gusto).*

Morphology (*Morfología*): The study of the smallest speech unit that has a differential function — for example, /s/ for plural and /ed/ for past. *El estudio de la unidad del habla más pequeña que tiene una función distinctiva—for ejemplo, la /s/ para el plural y /o/ para el pasado.*

Neurologic examination (*Examen neurológico)*: Test to determine if an illness exists or if there a damage to the nervous system. *Estudio para determinar si hay alguna enfermedad o daño al sistema nervioso.*

Norm (*Norma*): A set standard or pattern derived from a representative sampling of median achievement of a large group. It offers a range of values against which individual comparisons can be made. *Un estandard o patrón determinado que se deriva de una muestra representativa cuyo rendimiento es mediano en comparación del grupo total. Ofrece un rango de valores por medio de los cuales pueden hacerse comparaciones individuales.*

Occupational therapist (*Terapista ocupacional*): Helps patients develop useful physical and mental attitudes toward all the areas of daily life — for example, how to take care of one's health or what the person's prevocational abilities are. *Ayuda a los pacientes a desarrollar actitudes físicas y mentales para llevar una vida diaria útil así como por ejemplo, cómo cuidar su salud, o determinar habilidades prevocacionales.*

Perception (*Percepción*): The process of interpreting sensory information. It consists of the exact mental association of the present stimuli with memories from past experiences. *El proceso de interpretar información sensorial.Consiste en la asociación mental exacta entre los estímulos del presente con memoria de experiencias pasadas.*

Perseveration (*Perseveración*): Continuing to behave or to answer in a certain way when it is not appropriate to do so. Difficulty in changing from one action, thought pattern or assignment to another. *Continuación en comportarse y responder de una cierta manera cuando no es apropriado. Dificuldad en cambiar una acción, manera de pensar, o una tarea determinada.*

Phonology (*Fonología*): The study of the sound system of a language, including pause and stress. *El estudio del sistema de sonidos en un lenguaje que incluye tambien pausas y acento tónico.*

Physical therapist (*Terapista físico*): Helps patients in the treatment of disorders of bones, joints, muscles and nerves by means of heat, light, massage and exercise. *Ayuda a pacientes en el tratamiento de problemas con los huesos, articulación, músculos y nervios por medio de calor, luz, masaje, y ejercico.*

Pitch (*Entonación*): Acuteness or gravity of a tone, dependent upon the frequency of the vibrations producing it and their intensity and overtone structure. *Acento o gravedad de un tono que depende de la frecuencia de las vibraciones que lo producen así como la intensidad y estructura tonal.*

Pragmatics (*Prágmatica*): Set of rules governing the use of language in context. Study of speaker-listener intentions and relations and all elements in the environment surrounding the message. *Serie de reglas que gobiernan el uso del lenguaje en contèxto. Estudio de las intenciones y relaciones entre el locutor y el oyente así como todos los elementos del ambiente que rodean ese mensaje determinado.*

Psychomotor (*Sicomotor*): This refers to the reaction of the muscles, including development of the small muscles (how to cut something) and large muscles (walking, jumping). *Se refiere a la reacción de los músculos , incluyendo los músculos pequeños (como cortar algo) y los gruesos (caminar, saltar).*

Receptive language (*Lenguaje receptivo*): Ability to understand oral or written communication. *Habilidad de entender comunicación oral o escrita.*

Reliability (*Confiabilidad):* Means "consistency." It refers to the consistency of scores obtained by the same persons when retested with the identical test or with an equivalent form of the test. Should include interscorer-interexaminer and internal consistency measures. *Quiere decir <<consistencia>>. Se refiere a la consistencia de los puntajes obtenidos por las mismas personas cuando se vuelven a examinar con la misma prueba o con una forma equivalente de la prueba. Debe incluir medidas de comparación entre diferentes examinadores y personas que calculan los puntajes así como consistencia interna.*

Self-concept (*Autoconcepto*): The idea that a person has about himself/herself. *La idea que tiene uno de sí mismo.*

Self-help skills (*Habilidades de autoayuda*): This refers to actions such as dressing oneself, eating and other activities for functioning in the family, in the school, or in the community. *Se refiere a acciones como vestirse solo, comer, y otras actividades para funcionar adecuadamente dentro del nucleo famiiar, en la escuela, o en la comunidad.*

Semantics (*Semántica*): Study of the meaning in language. Includes the relations between language, thought and behavior. *El estudio del sentido en el lenguaje. Incluye relaciones entre lenguaje, pensamiento, y comportamiento.*

Social maturity (*Madurez social):* The ability to take the social and personal responsibilities that are expected for persons of similar age. *Habilidad en tener las responsabilidades sociales y personales que se esperan de personas que tienen la misma edad.*

Speech (*Habla):* Medium of oral communication that employs a linguistic code (language). *Medio de comunicación que emplea un código linguístico (lenguaje).*

Stuttering (*Tartamudeo):* Disturbance in the normal fluency and time patterning of speech. *Interrupción del flujo normal y acoplamiento del habla.*

Syntax (*Síntaxis):* Rules that dictate the acceptable sequence, combination and function of words in a sentence. *Reglas que gobiernan la secuencia aceptable, combinación, y función de palabras en una oración.*

Validity (*Validez):* The validity of a test verifies what the test measures and how well it does it. *La validez de una prueba verifica lo que mide la prueba y que tan bien lo hace.*

Visual perception (*Percepción visual*): The identification, organization and interpretation of data received by means of sight. *La identificación, organización e intepretación de información recibida por medio de la vista.*

Word attack skills (*Destrezas para leer palabras):* The ability to analyze words, recognizing word endings, prefixes, and root words. *Habilidad en analizar palabras como reconocer fines de palabras, prefijos, y raíces de palabras.*

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Most local libraries and bookstores have dictionaries from English into many other languages. If a school district, clinic or hospital has clients speaking a certain language predominantly, it is worthwhile to acquire materials in that language (whenever accessible). Universities colleges and libraries carry many dictionaries and references as well. The foreign language departments of the local university and college also are possible resources.

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